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ABSTRACT

Eighty individuals attended a workshop which provided an opportunity to consider strategies and develop guidelines for improving and expanding vocational education opportunities for disadvantaged youth and adults. Presentations included in the document are: (1) "Handicapped and Disadvantaged Sections of Public Law 90-576" by John Wyllie, (2) "Highlighting the Nature of the Disadvantaged and Handicapped: Suggestions for Local Program Implementation" by Barbara Kemp, (3) "Who Are the Disadvantaged?" by Alvin Vaughn, (4) "Who Are the Handicapped?" by William Kology, (5) "What Can Be Done for Disadvantaged and Handicapped Persons Through Public Education Agencies" by Frank A. Morretti. Included in the document are summary statements by group discussion leaders. (JS)

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LEADERSHIP AND CHANGE

FINAL REPORT

ADMINISTRATORS' WORKSHOP FOR PROGRAM IMPLEMENTATION: VOCATIONAL EDUCATION OPPORTUNITIES FOR DISADVANTAGED AND HANDICAPPED PERSONS

USOE GRANT NO. 2508-10
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RUTGERS UNIVERSITY
THE STATE UNIVERSITY
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NEW JERSEY

April 26-27, 1971
May 3-4, 1971

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FINAL REPORT

ADMINISTRATORS' WORKSHOP FOR PROGRAM IMPLEMENTATION: VOCATIONAL EDUCATION OPPORTUNITIES FOR DISADVANTAGED AND HANDICAPPED PERSONS

Held at

Ramada Inn, New Brunswick, New Jersey

April 26-27, 1971
May 3-4, 1971

by

The Department of Vocational-Technical Education
Graduate School of Education
Rutgers University - The State University of New Jersey

under a grant from the USOE under provisions
of the Educational Professions Development Act, Part F

Project Director:	Gordon F. Law Department of Vocational-Technical Education
Assisted by Doctoral Intern:	Robert Perkowski

ACKNOWLEDGEMENTS

The success of any coordinated activity, such as a workshop, is dependent upon the contributions of many people. The leadership workshop for implementing vocational education programs for disadvantaged and handicapped persons in New Jersey is no exception.

We are indebted to the Workshop Committee consisting of Mrs. Dorothy Anderson, Miss Josie Cole, and Messrs. Lloyd Kalugin, John Kotula, and Charles Teryek for their excellent work in program planning and their role as group leaders.

Workshop participants have spoken with enthusiasm concerning the general high quality of all presentations given in the workshop. We were indeed fortunate to have Mr. John Wyllie, Miss Barbara Kemp, Mr. Alvin Vaughn, Mr. William Kology, Mr. Louis Sarandoulias, Mr. Clarence Becker and Mr. Frank A. Morretti take part in the program.

We appreciate the splendid support, cooperation and assistance of Mr. Joseph Casello of the N. J. State Department of Education in his capacity of EPDA Project Coordinator. His guidance and leadership were important elements in the development and conduct of the project.

A special word of commendation is in order for Mr. Robert Perkowski who, in his capacity as Doctoral Intern in Vocational-Technical Education at Rutgers University, had a major responsibility for planning and conducting the workshop program.

Finally, the sustained interest and active involvement of over 50 workshop participants, many of whom are busy administrators, should not go unnoticed, for these are the key persons who will ultimately provide the leadership for local program implementation.

Dr. Gordon Law
Rutgers University

July 15, 1971

Dr. Morton Margules
Associate State Director
Division of Vocational Education
New Jersey State Department of Education
Trenton, New Jersey

Dear Dr. Margules:

Following is the final report of the Administrators' Workshop for Program Implementation: Vocational Education Opportunities for Disadvantaged and Handicapped Persons. Included are statements relating to the overall purpose of the workshop and its specific objectives; edited transcripts of presentations and summary statements by group discussion leaders.

Inasmuch as local commitment for program implementation was the central theme of the workshop, it is encouraging to note that a number of New Jersey school districts which had representatives in attendance have indicated that they will be using ideas generated during workshop activities in the planning and development of their local programs.

We are indebted for the fine cooperation we have received from you and your associates in the vocational divisions. Let us hope that this investment in time, effort and funds will produce tangible results toward the improvement of vocational and special education in New Jersey.

Sincerely yours,

Gordon F. Law

Gordon F. Law
Associate Professor
of Education

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RUTGERS UNIVERSITY

Administrator's Workshop for Program Implementation: Vocational Education Opportunities for Disadvantaged and Handicapped Persons

Purpose and Objectives

Statement of Program Need:

When new programs and projects to provide vocational education opportunities for disadvantaged and handicapped persons are considered, a fundamental problem is one of implementation. What specific administrative actions are necessary to insure that adequate and appropriate instructional programs are given, especially for persons not formerly served by the regular vocational education program? The purpose of this workshop was to provide an opportunity for school administrators, working cooperatively with representatives of government and teacher education, to consider strategies and develop guidelines for improving and expanding vocational education opportunities to disadvantaged and handicapped youth and adults.

The Principal Objectives of the Workshop were:

1. To develop operational definitions of disadvantaged and handicapped persons to be served under the provisions of Public Law 90-576.
2. To develop guidelines for Vocational Program Development: Disadvantaged Youth and Adults.
3. To develop guidelines for Vocational Program Development: Handicapped Youth and Adults.
4. To develop Administrative Strategies for Permanent Implementation: "Building Innovative Vocational Education Programs for Handicapped and Disadvantaged Youth and Adults into the Local Educational Program."

Introductory Remarks

"General Inhibitors to the Implementation of New Programs"

Dr. Gordon Law
Rutgers University

One of the things that you should try to do when you think about implementing something, is to consider all the reasons why you can't make changes. Of course in most situations there are many inhibitors to developing something new. It doesn't take much energy to keep on doing the same thing, but it takes much more to initiate something new. This is probably the first deterrent to getting something new off the ground. If you have a limited amount of energy as all of us do, and resources, you're more likely to tend the store and do the things that have to be done first, before you do the things that you would like to get to.

Let's just think of the system in New Jersey a little bit and consider the things that have apparently kept us from going further in the implementation of program for disadvantaged and handicapped people since the '63 Act and the '68 Amendments. What has kept us from doing these things? Let us consider the county vocational units. One of the things about them is that they have been successful. Successful in what they have been doing. Any of the superintendents can tell us that as far as enrollment goes, they really don't have to worry. They also have limited financial resources. It means that they have just so many dollars to spend and they're using them up already on their regular secondary program. There is just so much they can do and so to extend out from what they have been doing becomes something of a problem.

Another inhibitor might have to do with the fact that there are many people, maybe you and I, and your children, and my children are included here, who don't really like to be catalogued and classified as handicapped or disadvantaged. Would you like to have your child come home some day and say, "I got put in a very nice class today and it's called the Opportunity Class or something." It would take about two minutes to figure out that it's different. There are people who don't like to be classified as disadvantaged, although all of us in one way or another are disadvantaged. I'm sure none of us would really like to have the term applied to us, not in a formal administrative way, where we would get labeled.

Of course as we get into our second session we're going to get into the business of what's the best way to slice it. What's the best way to provide the program. Do you segregate or do you integrate? There's no simple answer to that of course because there are situations in which you very definitely must segregate and there are others in which you should integrate. To me this is a very fundamental question. How do you deliver your program? How do you provide it for people? In other words, it's one thing to write your proposals and get some money to do something. It's a different and a much more complex matter to serve the people who need to be served. So in this discussion hopefully we'll refine our thinking about that.

There are of course a lot of people who don't look to vocational education as the solution to their disadvantage. You have to keep that in mind. We're all rather sensitive about the cliche that if a person does not do well in academic subjects they are sure to do well with their hands in a vocational program. We hear this so many times and it isn't that simple. There is also the problem of people who don't want to learn a trade; they don't look to a trade or skilled occupation as a way to escape from being disadvantaged. That in itself becomes a problem, a deterrent to implementation, it's one that has to be understood.

Perhaps the biggest one of all is simply the lack of commitment. School people are in the habit of doing what they have done before even as teachers are in the habit of teaching the way they were taught. All of us were brought up to a concept of education that isn't really working today. That was the idea that school is there for those who want to go to school. If you drop out of school it's o.k., go ahead and you can find a place in the world. And until just a short time ago this was all right. People were able to drop out of school and could find a way of making a living. But there is no question today that a person who doesn't have a real educational background that prepares them to make a living is indeed handicapped. So the responsibility of the school here is much stronger than it was in the past. But schools haven't really accepted that responsibility yet. I guess we'll use the word commitment here - commitment to provide an educational opportunity for all people. This is right at the point where we have broken down. We've given a lot of lip-service to this, we've talked a lot about providing this program or that, but I'm not sure how deep and genuine and complete our commitment has been that this is our responsibility in the schools. Let me just finish on that point. The fact that you are here today indicates that you have a commitment. Hopefully through our sessions today, tonight, tomorrow and a week from now we will be working toward the implementation again of some important new programs where you are.

Presentation 1

"Handicapped and Disadvantaged Sections of Public Law 90-576"

Mr. John Wyllie
Director, Bureau of Special Needs and Cooperative Education
Vocation Division, New Jersey Department of Education

I am pleased to have the opportunity to come here and talk to this group here about the problems of the disadvantaged and handicapped. I like workshops that accomplish some purpose and I think that this one can very well do so. Knowing that these kinds of workshops are planned months and months in advance, I think that Dr. Law should be complimented on the crystal ball he used to have the Regional Funding Application Meetings last week and this conference this week. My purpose will be served if this conference produced a rash of good new applications.

First, I'll give you a little history. In 1962 President Kennedy's Panel of Consultants coined the term Youth with Special Needs. Shortly after that the '63 Vocational Education Act of 1963 appeared and it said that a state's allotment MAY be used for several purposes, one or some of which might be and I quote: "Vocational Education for persons who have academic, socioeconomic, cultural or other handicaps which prevent them from succeeding in the regular vocational education program." I guess you're familiar with that statement and I'd like to emphasize the word "other". Therefore the list includes academic, socioeconomic or "other" handicaps. When we in the Division saw the word "other", we began to anticipate a redefinition of programs. It seemed "other" opened the door to any pupil who is having trouble succeeding in school. We anticipated that most of the applications, most of the first movers, would be on the handicapped side of the fence, and we were right. I don't think it was hard to predict because the Special Education organizations in New Jersey and around the country are well organized and they're very interested in what happens to their pupils. I think they're very conscious of the fact that their kids generally aren't going on to college and need some other way to make a living. So when the money appeared and the idea was heard around the country, they were as we anticipated, the first people to respond.

Vocational education has long been defined as a preparation for employment. The new state plan and the new act go further. It recognizes that some people are not ready to enter directly into a program of vocational education and need a bit of work done with them first, a kind of pre-vocational approach. I see the problem of the handicapped and disadvantaged as a large pie, a pizza if you will. There are many segments in this pie, there are many problems inherent in these groups. We in vocational education do not feel we can solve all these problems. We see the segment of the pie that says, preparation for employment, here is where our expertise lies, here is where our efforts should be directed. This does not mean that the other organizational agencies that work with these groups should work in isolation from us, we must communicate, but for us to attempt to do the whole job is going beyond our capability. One other small point, I don't feel that anyone should be forced to seek vocational education as the solution to his problem. But for the disadvantaged and handicapped particularly, the opportunity should be there. Before the Vocational Education Amendments of 1968 appeared, there were some changes, because it had been optional as to whether or not we provided programs. Suddenly we were talking not about an overall group but two groups, the handicapped were now mentioned separately as were the disadvantaged. And we weren't given the option of whether we would do it or not, we were told we MUST do it. Ten percent of all the vocational funds were to be directed to programs for the handicapped. In New Jersey this comes to about $900,000 a year. Fifteen percent of the money must be devoted to programs and services for the disadvantaged and this comes to approximately 1.4 million dollars a year.

You have before you definition sheets which come out of the Federal Rules and Regulations (See Appendix G). The first has the two definitions on it. As far as the handicapped definition is concerned, it has produced no particular problems, again because the administrators and educators in New Jersey know the special needs pupil very well. They know who they are, they are formally so classified. But in the case of the disadvantaged, we have a problem because everybody has his own definition. Other agencies and other acts mention the disadvantaged. But what we are doing is sticking with the definition we get from the Vocational Education Act because it has a connection with vocational funding. I would like to read just a little of it to you: "Disadvantaged persons means persons who have academic, socioeconomic, cultural or other handicaps, that prevent them from succeeding in vocational education programs designed for persons without such handicaps and who for that reason require specially designed educational programs and related services."

I left out the mention of consumer and homemaking, it always makes it a little harder to read with them in there, I don't mean to slight them. Now that's the definition, but even that is subject to some interpretation, and the Federal government has found that around the country there are a lot of questions as to just what is a disadvantaged pupil. So they have spent some money, and hired a consulting firm, Systems Sciences Inc. They are canvassing the country, trying to come up with an explanation of the definition which would be a little more useful than the definition in its present form. We are pleased to learn that the tentative results they're getting are quite in line with the interpretation that has been put on the disadvantaged in the Vocational Division in Trenton.

On your second sheet entitled, Identifying the Disadvantaged, we have the definition first again, and the point that the experiencing of poverty, neglect, and delinquency do not in themselves constitute vocational disadvantagement. Which may be a way of saying that the pupil may be poor but still succeeding, and if so he is not vocationally disadvantaged. Beyond that, the thing we are looking for is not the reason why the pupil is in trouble, but the evidences that he is either in trouble or heading for trouble as far as his education is concerned. A recent study by ETS pointed out that as early as the fifth grade the potential drop-outs can be pretty well identified. On the other side of the page, we've listed just a few evidences that the pupil we're talking about is disadvantaged. Poor grades, failures, low reading levels, poor attendance and so on. This is a rather broad interpretation, and it eliminates no one that is not succeeding in his education. That opens the door for applications from many quarters.

There's one fact of life that I have learned in attempting to do some innovating in Trenton, and that is we can encourage, we can pursuade, we can urge, we can cajole, we can plead, we can shout, but it is the local school that starts the program. Up to this point we in Trenton, as well as the local schools have had a joint responsibility. But what happens from this point on is more in your hands than it is in ours.

Before we attempt to go forward and solve all the unsolved problems, I would like to quickly bring up to date to where we are now. You've heard this mentioned before but in '63 we were frequently described as 50th out of 50 states in vocational education. We were reaching 3% of our high school youth. We were not discriminating against the disadvantaged and handicapped. We just weren't providing vocational education for very many at all. Commissioner Raubinger set up a committee called The

Committee to Study the Needs of Vocational Education. They studied and they said that they liked what they saw, but there wasn't enough of it and we should have more and different kinds. We began immediately with long range planning. We had groups from all over the state, with representation from many areas. We gave some consideration to long range planning. We also gave some consideration to short range planning. Money was now being provided in greater quantities than we were used to, and the question was, what could we do? Our major problem was lack of facilities.

Our immediate solution was to expand the co-op programs. In 1963 we had about five schools doing it, collectively the students in the CIE Co-op alone earned about $20,000. There were other co-ops too, Distributive Education, Business Education, and Home Economics. In 1969 there were 150 schools and about 5 million dollars, just in the CIE Co-op alone. So there has been tremendous growth. In addition to the growth, our statistics show that there has been tremendous holding power with the co-op program. We began with the high level skills, we tried to put kids out who could become printers, tool and die makers, electricians, and so on. But then we realized that there were other pupils that couldn't make it, didn't have the potential, were weak on the job, and the employer would throw them back to the school and say this kid will never make a printer. So we opened up a lower level program, a program which would put the pupil in a job on which he could earn a living. It wouldn't close any doors, and he could still advance up. We don't know why at this moment he wasn't a tremendous success, but we prepared him for making a living by putting him in a job such as a machine operator or in a service station or in a factory warehouse. We call this our number two co-op and right away we came through with a number three which did the same thing for handicapped pupils. At this time we weren't talking handicapped and disadvantaged. The terms might have been in the Act, but we were not using them. We already then had programs for these two groups, our number two and a number three co-op. We're rather pleased that we were moving before we had to move.

Our next realization was that many of the pupils going into these number two and number three co-op's had no preparation whatsoever. This was partly true in our number one co-op. Most of these kids came at least through Industrial Arts in the schools, whereas the handicapped kid for the most part was in the same classroom all day and had very little to do with the "hands-on" experience. We decided what was needed was an in-school program to get the pupils ready for co-op. We call this program Employment Orientation and essentially it's a job conditioning through work simulation right in the school. There are two phases: the first evaluates interest and potential and has the kids working together, learning the requirements of the employer, punching in on a time clock, and so on. Then after we've learned something about the pupil, if the school has the facilities we spin him off into some training and a variety of simple skills. Somewhere along this line, the pupil is then ready for co-op and away he goes. Other friends of ours in the Division contributed programs, I'm sure all of you have heard of Introduction to Vocations, which would precede Employment Orientation, and Technology for Children which would run from kindergarten right on up and which would plant some seeds which would make Vocational Education a little more palatable when the time for career decision making arrives. This gives us a sequence working from the back forward. The last step first, and I emphasize this the most, because we're concerned about the kids that are about to hit the sidewalks without skills, they're close to graduation if they'll stick it out. Co-op was our first answer, then we worked back to Employment Orientation, the Introduction to Vocations, then Technology for Children. Incidently, the Office of Special Education headed by Dr. Daniel Ringelheim, has endorsed the sequence of preparation.

Another problem we ran across was that effective as co-op might be, some pupils were reaching age 16 before they got to a grade level where any co-op existed. So they hit 16 and dropped out the next day and co-op couldn't do anything about it. So we tried an experiment in the Trenton Junior High Schools, we started a co-op for 15 year olds, it ran a short time and then the Federal Regulations on Interstate Commerce changed and we were forced to cease and desist. Because you can't put kids at this age to work during school hours. We didn't give up, we kept trying. We worked with Ohio and we became one of five charter states to introduce a new program, a WECEP Program, Work Experience Career Exploration which allowed 14 and 15 year olds, on a two year experiment to work during school hours. The returns are not all in yet, but so far the WECEP students are showing up better in terms of grades, and reduced absences than the control groups working along side them.

One other program I'd like to mention, is that of Work Study. This is a term many of us in the Division confuse with Cooperative Education. Work Study is a program which provides Federal, state and local money for wages to pupils who are needy, and in vocational programs these are the criteria. They must also be 15 through 20 years in age. We formerly ran this program on a year round basis, but money was cut back so we've limited our effort, we put all our eggs in a summer basket and

July and August of this year again we will be providing Work Study Programs for those kids who are either presently in vocational programs or will start in the fall. If you have not received an application in your school and you are interested please give us a call at Trenton.

So I've summed up the efforts we've been making in the bureau which I head and again they were: Cooperative Education, Employment Orientation, WECEP and Work Study. Now this is not the total Division effort, in addition we have modified regular programs, such as carpentry, electricity, printing. These programs can be changed and tailored to the needs of the handicapped and disadvantaged. And when they do serve these groups, they can be funded. What we might change might be the length of the program, or the method of teaching or perhaps we would put emphasis on certain aspects of the program other than the regular emphasis. If these changes produce results that is the main criteria for their use.

I have attempted to outline the provisions of Public Law 90-576 as they pertain to the disadvantaged and handicapped, and also some of the types of programs that have been initiated throughout the state with the guidance and aid of the Vocational Division.

Keynote Address

"Highlighting the Nature of the Disadvantaged and Handicapped: Suggestions for Local Program Implementation"

Miss Barbara Kemp
Specialist for Special Needs
Division of Vocational Education
U.S. Office of Education

I'm supposed to be a keynote speaker I noticed, and I always think of keynoters as ones who set up a challenge. I think you've already met that challenge by being here talking about the disadvantaged and handicapped. I do want to give you a few words from the national scene and let you decide whether or not they fit into your scheme. I might also say New Jersey really is far ahead of many of the states in terms of dealing with the disadvantaged and handicapped. I think you have met head on and confronted many of the problems since you've been in the cities yourselves. Some of you come from the areas of concentrations of persons who are disadvantaged. So you probably know much more about the subjects than I do. We've spent years trying to define disadvantaged and handicapped.

In fact the terms disadvantaged and handicapped have fallen into disfavor. It used to be Special Needs, it's now Special Population Groups and next year I don't know what it will be. I think it's a little better sounding than disadvantaged. As you're aware the Vocational Education Amendments of 1968 provide specifically for disadvantaged in seven of the eight parts of the Act, and in two of the parts for the handicapped. It may not say disadvantaged, it may say youth in economically depressed communities or youth in areas where there's a high unemployment or high drop-out rate. But what Congress was saying throughout the Act is that we're really not doing enough about the disadvantaged or the handicapped. And even though I haven't really stated it quite right, I've often said to people: when I think of the disadvantaged or the handicapped, it's those students whom you don't want; it's those whom you say don't qualify for your particular course; you don't like their color; you don't like the way their clothes are; they're discipline problems; they're the ones who are going to mean a little extra work; and a little more time, and these truly are the disadvantaged and the handicapped.

The handicapped are defined for you in the Act and if you work with special educators and vocational rehabilitation people I think you'll get a better picture of who the handicapped are. The disadvantaged are a little harder to get a hold of, and if you think of the ones you don't want, they're the ones I'm really thinking about. What makes it a little difficult in the Vocational Act as against many of the other education acts is that our Act says that any child, or any person who needs something special to help him succeed, should get that help. It doesn't say because he's economically under a certain poverty level, because he's of a certain skin color, or because he comes from a certain area of the country, by that fact itself makes him disadvantaged because it doesn't. In our Act it says if any student because of socioeconomic or cultural backgrounds has not had the proper education, he's not been motivated, his attitudes are such that they don't conform to the school's attitudes, that he needs something, whether it's psychological help, social work help, remedial, some special attention in general, whatever it is, he should be given that help in order to succeed in what we consider a regular vocational program.

You might ask, what is a regular vocational program? Well, you can say any vocational program is a regular one, whether it's low skill or high skill, but I'd rather say those students whom we're really going to help and work achieve technical post-secondary work and college if he wants it and makes it. But certainly I'd say that every child should be given every opportunity because in a technological society such as ours, he should be given every help to go on to post-secondary work. One of the problems we have in terms of this is that we don't have a relationship with many post-secondary institutions now, especially from secondary schools. We don't work together closely enough so that a student who is in secondary school can then go right on into the post-secondary activity. I think this is one of the areas where local people can initiate programs to determine where you can really work in getting your curriculums to jell together, because too many students are missing out, are not motivated, don't feel that they can get it. I am concerned, since we say New Jersey is one of our finest examples of disadvantaged and handicapped programs. Because I recall that when we asked some National Urban League people to come down to talk to us in Washington, we had one of them say, "You know the trouble with vocational education now is that you're so concerned about your image that you screen out certain students, therefore, I know many children in New Jersey who want to go into the post-secondary technical schools and they can't get in." This is probably very true, we're still screening out.

This problem of attitude has concerned us a great deal in most of these programs. It's the attitude on the part of the community, on the part of the vocational educators, and on the part of the minority groups and disadvantaged and handicapped groups. You're probably familiar with the attitude of society about vocational education, that if you can't make it academically, there's something wrong with you and we'll put you in vocational education. Even though only 12% of all the occupations listed in the Dictionary of Occupational Titles, require college education. It still doesn't penetrate terribly well. The attitude of vocational educators becomes defensive in regard to the fact that they feel that because they are looked down on by so-called general educators, and by society and the community, that they have to screen out. And then there is the attitude of the disadvantaged and handicapped, that they don't want vocational education because it's aiming them toward second-class citizenship. Because they've taken on the feelings of the society, which they are a part of, that they don't want to be in a dumping place or be in jobs that aren't considered to have status that others do. So we do have this very serious problem of trying to recruit youngsters and their parents into programs for the disadvantaged and handicapped and into vocational education.

It is rather appalling to me that programs such as Job Corps, Manpower, Community Action Programs, any of these special programs, can get tremendous amounts of money, tremendous publicity, and yet they're doing precisely what we're trying to do and have been doing much better for many years. But you still have the attitude among many vocational educators, "Let Manpower do it." I've had to face up to that several times when I've spoken to people about the disadvantaged. I had the opportunity when I worked in the D.C. Redevelopment Land Agency, which is the agency that tears down houses, to work in the relocation program and I think that was the first time I was sensitized to the very severe problems of the disadvantaged.

One of the things I learned was that the behavior of persons living in a lower income culture is not the same as the aspirations they hold. They do try but they have to exist, they have to make do with what they have. A woman sociologist who was working with Dr. Hyland Lewis, and had lived in public housing to observe the behavior and aspirations of persons of lower income, made the point to me that many of these persons have to decide and set their own priorities. When you don't have money you can't do certain things which most of society takes for granted. Therefore certain things become more important than others, such as, if you don't have money you don't get a divorce. If you don't have much money you set priorities when you have children, between what come first, food, housing, clothing, and then such things as soap. You worry about the behavior of your youngsters. It's been found that many of the low-income families really don't know how to handle their children, especially when they start going to school. They really want to know how to handle their children, and they really care about their futures. In this area one of the things that I've emphasized, is whether or not it is more important to try to get the older people, the 18, 19, 20 year olds and parents of some of these children, good jobs so they can be the models for their children instead of paying other people some very good salaries to be the models for their children. I'd rather see that family structure rebuilt so a family can be together and where the family itself can help motivate those children. Except that we have to start doing everything at the same time,this is why we have Head Start, this is why we have Career Development, and why we start in the elementary school. But the kids don't always really believe what they are told by others. I think it is from the community that they come from, that they really get their motivation and attitude. I hope that if you have an opportunity to set up adult programs, that you will set them up and encourage the parents of many of these children to take the courses that you have to offer so that they can get decent paying jobs.

One of the problems that the National Advisory Council has in their Third Report indicated and emphasized, was that all children should be in the program together, and we strongly believe this. Any disadvantaged, any handicapped child who is perhaps academically a little behind should be integrated into the regular program to the greatest extent possible. But we do know that there are some children who probably do better in their own milieu. I think the thing is that we have to open up options so that children who can do better with persons who have similar difficulties can have that kind of program and those children who can do better in an integrated program but need some special help should get that special help. We haven't gotten enough information. I was told, for instance, by a person who works in the Job Corps a few years ago; one of the problems of the Job Corps is that you have all these failures lumped together in a community and it takes a long time for the leadership to develop, and for these kids to get motivation and the right attitudes. So you wonder whether the Job Corps was perhaps the proper way of doing that. And I'm sure there are enough successes to know that many of these children did benefit, but I wonder if we couldn't do a better job in our own schools.

We have a problem of orientation of the staff too. I have often said it's the ones the teachers themselves don't want to deal with. The teachers need the inspiration and the help of the administrators to set up programs and to do some things that are different. And some times these things that are different don't require any extra money, it may require uncertified aid, it may mean better counseling, it may mean more time for home visits, it may mean different materials, it doesn't always have to be a large amount of money that's included in this, it just means hard work and dedication.

One of the things that we've suggested is that wherever possible if you're thinking about setting up programs for the disadvantaged and handicapped, that you set up advisory committees made up of the disadvantaged or the handicapped themselves. Because they can help you determine the kinds of teachers that might work better than others. Even though we haven't been that successful in setting up advisory committees, we know that other committees on similar programs are working So where ever you can set up some advisory groups, do so. I do know of a school that was set up about a year or two ago in Pensacola, Florida, called the Begg School. It was set up for drop-outs and potential drop-outs. They did precisely that, they had the students come in months before the school was even started and that school has a waiting list now. I think part of it is because the teachers care, the administration cares, and the students had a part in the planning of it. We also suggest that you try to work together with whatever resources there are in the community, whether it's social agencies, whether it's other educational programs, whether it's Lions Club's, welfare agencies, or whoever you have. I know on the state level many of the states are working together with task forces made up of Title I people, migrant people, correctional and neglected and delinquent children programs. They're working together, but it's got to get down to the local level because that's where the programs are operated.

I know you need more money, we don't really know what you're going to get this year. The President has submitted a budget which was a sort of prelude to his Revenue Sharing, in terms of putting all the money in what we call Part B of the Act. And he didn't set any special monies for line items such as Co-op Work Experience, Work Study, Consumer and Homemaking, but he lumped them all into Part B, also including some special monies for the disadvantaged, the 102B. We do know that the Administration is supporting Vocational Education, I know they're very much interested in it and I'm sure you will find that the money won't be any less, but it's a question of home much more. It's still important to see what it is in your own state legislation that prevents you from doing more for those persons who need that extra bit to help them succeed. Whether it is teacher certification, or whether it's school regulations. There are some school regulations that prevent students from really becoming the people they should be because they don't conform to what you think they should be.

There are some programs that you can take advantage of, there's the program WECEP, which has been very popular throughout the country, which is a program to help 14 and 15 year olds to get work experience coordinated with their school program. One of the things that low income people don't have, is money. Any opportunity that you have to put money into their pockets, give them work experience, and the maturity that they need is desirable. This is an excellent program, of course tied in with the next step which is the Cooperative Work Experience Program. Look into whatever Title I is doing. I know about 80% of their money is being spent from K through six. But there is money that they could use to help you in the Career Development aspect of the program. I've never quite understood why it is that many schools still insist on General Education, even with Title I money. They see to it that the student knows Renaissance History better than he does already when he doesn't even know his own history, and really doesn't care. But this is what we seem to be getting more of instead of more programs that meet his or her needs. We have to worry about the Occupational Opportunities too, I don't want to sound like Woman's Lib, but I do feel there has to be more opportunities, more counseling, more guidance, and then more encouragement of girls into the more technical programs, and into the programs that are not the former traditional kinds of activities for girls. This will help motivate handicapped and disadvantaged students. We also have to go into the behavioral science kinds of activities, the social science aids, the recreation aids, the people aid kinds of activities. We haven't really developed enough of these new careers, but I think we've got to go into these much more. These are going to be the kinds of activities and occupations that will exist in the future; professional, clerical, activities such as this are the coming thing and we have to be ready for it.

Equipment and facilities are another important area on which money from our program can be used. One of the things that often happens to the disadvantaged is that they're given second class materials and located in second class locations. You might want to look as to whether your program is accessible to the students, whether your equipment is as up-to-date as possible, and for the handicapped, that every school facility that you provide is accessible to the handicapped, particularly those on crutches or in wheelchairs. There are some things that we don't think about in terms of the handicapped, but if you are building new schools, if you're renovating existing facilities, you should be very concerned about the handicapped and their ability to take advantage of your courses. Because if they can't come and use your school, then you aren't helping them to succeed in anything.

There are a lot of programs going on, such as mobile units. Mobile units not only for the occupational courses themselves, but for guidance and counseling, and for the pre-vocational orientation kinds of programs. The program of helping youngsters gets jobs is particularly important and very popular throughout the country, the 14 and 15 year olds. Programs where you can try to give a little remedial work, a little care and letting that child know that you do care, and then putting him into a regular program as soon as he is ready is much more effective than keeping him isolated too long. He has to know that he has a place to go. The trouble with schools such as the Beggs School which is doing an excellent job is that unfortunately the regular educators then see a school that is set up for special students then says ah-ha! "Now we have a place for all our discipline problems, and a place for all those children we don't want." And this too often becomes a fact, it's the same with Manpower and the Job Corps programs. Now you say, well we can't do it, let them flunk out, let them go, let them drop out because there will be something to take our place, but that's hardly the responsibility of educators. One of the problems with these special schools, as good as they are, is that they are doing the things we should be doing in our regular school programs.

There are some other special schools that I'm familiar with, such as in Norwalk, Connecticut, where they've taken drop-outs and encouraged them to come back, put them on four hours work, put them in school for four hours, had a library resource center right next to that particular occupational area; if it were auto mechanics, they had a library for that; even books on auto driving, stories, biographies, welding, computers, whatever it is. And these schools are doing what you should be doing and many of you probably are.

The problem is, of course, in curriculum materials. I wish I could say that we in Washington have a good clearinghouse and could just send you the materials that you need. Unfortunately we don't and unfortunately many communities are developing their own curriculums and it has not come to our attention and it's stuff that works. Now, I know a lot of teachers are doing this themselves, they're putting in their own time and effort, using their own imagination to look at curriculum material, to determine how it works for their students. These are the ones who are really showing imagination and dedication. I hope the curriculum experts throughout the United States will do much more in this area though, to help you know what you can do. But one of the things that we do know for many of the academically handicapped is that they need more time. Now here's something else that's free. Give them the more time that they need, if it's a two year course, give them three years, give the remedial help that they need, give them an extra hour or two a day, do whatever you can to keep them in the regular class and give them more time if you can.

I won't go any further, I think I've mentioned the equipment, the facilities, the curriculum the teacher-training program, which we've got to get more of, so they can develop the attitude, the working together with other agencies, the using of and working together with the disadvantaged and the handicapped.

One of the problems we have with the handicapped and disadvantaged is how many of the handicapped programs are for mentally retarded and how many of those mentally retarded are not really mentally retarded, but they're just dumped into a mentally retarded class where special education teachers use some very good techniques which help the truly mentally retarded, but are not helping those who have the ability. They just have not had the opportunity to develop and use their own mind. I think we've got to make distinctions between those two groups of students.

I've often thought of something I once read in Time Magazine, we often say we have got to listen. We find that the children are going on drugs, that they're wandering aimlessly, they even come down and do some things in Washington to disrupt us, but a lot of it is because they're trying to say something, they're drifting, and it's really a question of listening. I recall this story that was written about a very famous Harvard professor who is a teacher of communications. Some brash, arrogant young student came up to him and said, "tell me professor in about a minute all you know about communications." So the professor was quiet and finally the student said, "well I'm listening" and the professor said, "that's the lesson." And I think we have got to do it too. Because the students that we're turning out now are the twenty-first century men and women and I think we got to be very concerned of what kind of twenty-first century we're going to have for them. Thank you very much.

Presentation 2

"Who Are the Disadvantaged?"

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I'll be using the terms perhaps economic or culturally disadvantaged, culturally different, etc., but for the purposes of this talk, they'll all be euphemisms for the term black. Many of my statements will be as a result of my own biases and experiences as a member of the black community in Philadelphia. The nucleus of the problem of disadvantaged starts back from slavery, when blacks were brought here and had to endure the humiliation of working on plantations, cultural disintegration, loss of manhood, etc. From slavery came Reconstruction and there was an effort to give the blacks some dignity, some manhood and some vocational skill. Then came the period of depression, discrimination in employment, etc., and with that came a social chaos and today we are reaping the result of that discrimination. Like what? Well, in a poor black community there is social upheaval. First of all, the schools are going to pot. Now why are the schools going to pot? First of all we have an eroding tax base. Blacks have raised so much hell in the inner cities that everybody's getting out, not only the whites but also middle-class blacks who can earn enough money in order to escape. So as the middle-class leaves, they take with them their technological skills, industry soon follows them. So between middle-class people being unavailable to pay taxes, the tax revenue loss from industry, many of your cities are in dire financial straits.

Presently the police department gets the premium. They can augment their staff and salaries in order to contain the social chaos that's in the community, and education suffers. Of course, as you all know, the price of education is also fast rising. Collective bargaining agreements are paying teachers today a living wage, something that they did not do many years ago. But costs are rising so fast that many of the school boards are strapped with inadequate resources to meet these increasing costly wage packages. Another problem is the fact that black youth bring to schools a lot of frustrations that they endure in their home and in their community. The broken-home syndrome, inadequate diet, inadequate space to study, lack of recreational facilities to give vent to that pent-up emotion and energy that all young people possess, idleness, which results in gang activity which results in people being afraid to go out of their homes, to get involved in community projects, to go to church, to develop alternatives like scouting programs, athletic programs, recreational programs, etc. So the youth take to school a lot of these pent-up frustrations and as a result, they raise more chaos in the classroom. They're fidgety, they're talkative, they're arrogant, they're full of anxiety, rebellious, many teachers, especially middle-class white teachers, are dealing with students from a background that is totally foreign from anything that they have experienced themselves. They are hard put to cope with the many social, emotional problems that many black youth bring to the classroom today. As our schools in the inner-city become more and more black, you have an exodus, the whites have just about all gone. The middle-class blacks withdraw their kids from school as soon as possible, in fact most of my friends send their children either to private schools or the few academic public schools that exist in Philadelphia in which one must gain entrance by examination.

Let's look at that for a moment. I contend that the success of a child in school is far more determined by the environment and the atmosphere that is set for him in his home and in his immediate community. In other words, if there are books in the home, magazines, conversation, his curiosity is satisfied by the parents. If there are trips and exposure, if there is someone there to help him with his homework. These types of things will nourish a young child, develop that intellectual curiosity. If he can see successful models, his father has enjoyed a measure of intellectual and economic success, his relatives, his neighbors, then this gives him a star upon which to shoot. I think this type of kid will master the basics. He will read at grade level. He will achieve and when he has the option of taking an exam for going to that academic high school, he stands a chance to succeed. Let's contrast the other side of the coin, where in many poor homes you lack the literature, the educational material, the interest of the parent who do not feel education as a value and as a priority. Perhaps the priority for them is survival in terms of economics, or escaping the everyday tragedy and morass of just living with meager resources. So perhaps they will escape by becoming very spiritually oriented, sometimes drinking or reverting to drugs. The pressure is so great that it breaks the household in two. The father leaves partially because of inadequate education, lack of employable skills and the fact that the unions may deny him a chance to apply his craft. Perhaps the greatest problem that faces households today is one of inadequate income. When the money gets short, the problems arise, the arguments arise, he feels demeaned, he feels less of a man, he feels inferior, and before long he packs his hat and he leaves. This creates what Patrick Monahan wrote about a half a dozen years ago, the matriarchal society that's so prevalent in the black community. The mother runs the household with inadequate money, the children don't have a father with which to identify, the poor boy doesn't have a father to take him hunting and fishing and the model that I go to work every day and I'm earning by the sweat of my brow. What image does the poor black kid have to relate to? Well, who remains in the ghetto? There is the hustler, the numberswriter, the person who runs the still, the gamblers, the junkies or there exists his peer group members other kids who are idle and frustrated and feel dispair and who get involved in all sort of anti-social behavior. Let's say eventually he is led to the path of crime. Well, what happens? The justice system. Without money you cannot get equal justice in America as we all know. Many crimes are adjudicated at the first level, the first contact with the police. If you are an upstanding member of the community and your child goes astray and you have contacts or influence with the police sergeant or the precinct captain or a committeeman or ward leader or what have you, perhaps things can be resolved there. However, crime is so rampant and especially amongst juveniles in the black community that the police tend to become a gendarme, a gestapo or they attack black youth who are committing crimes with venom. The public demands it. The people are afraid to be out on the streets and in Philadelphia alone last year about 40 youths, almost all of whom were black, were victims of gang violence. When I say victims I mean these children were killed, about 40 last year and the preceding year it was close to 50. So when a kid commits a crime, he goes to jail since he cannot get adequate legal representation. He is dependent upon the community legal services or the volunteers association. After one or two brushes with the law he is eventually incarcerated. Parole or probation is a joke because he goes right back to that same environment that cause him to become a delinquent in the first place. Eventually he becomes incarcerated again.

As you know, our penal institutions are not rehabilitating the youthful violators or the adults. They vegetate. They become more astute criminals because of a lack of adequate educational programs, recreational activities, and sociological and psychological services to get to the root of the problems of the inmates. They have a lot of idle time and they exchange experiences of how to really be a good safe-cracker or rapist or whatever the crime may be. So he comes out a more astute criminal. Not only is he more astute but he is bitter. Not only is he bitter, but if he does try to go straight he is stigmatized. Other decent people in the community sort of shy away from him because he has a record, number one. Number two, let him go and apply for a substantial job. Well the fact that he has a record is held against him. He has that to compound with his race, the fact that he probably has poor basic skills, few employable skills and the system is stacked against him. It is just a matter of time before this individual becomes a full-time inmate in one of our major correctional institutions.

I would like to give you a taxonomy that I worked up last night of characteristics that are peculiar to the poor inner-city blacks. I imagine the same would apply for the Chicanos, Puerto Ricans and Appalachian whites. The poor lack job skills, they are poorly educated. They are un- or under-employed. They are last hired, first fired. They're the victims of technology and automation. As these manual jobs are replaced, the new jobs require technological skills which first means that a person must have a good education in order to deal with the math and the science and the complex theories and without this basic education, technology creates vast unemployment for the under-skilled. A person in poverty has negative attitudes about himself. He feels inferior, incompetent, inadequate. Not only does he feel that way about himself, but also about his race, his community and society in general.

This is one reason why most blacks as soon as they arrive at middle-class status want to move out into the periphery and integrate with whites, because they feel head and shoulders above the other blacks. It's easy to condemn a middle-class black for doing this, but I think in some instances it is justified. There are two sides to the coin. Number one, a middle-class black does want the best for himself and his family. He wants a good school that his kid can attend and the good schools lie in the integrated and suburban areas. So to the extent that he can strive for that I think it's laudible. He doesn't want his daughter to be raped, his son to be attacked when he gives him money to go to the corner store to get a loaf of bread. Or have the gang influence possibly invade his household.

On the other side of the coin is this -- your inner-city ghettos lack a leveling factor. They're too homogeneous. It's the poor stacked amongst the poor, and all you see around is a sea of poverty and failure and frustration. If we could integrate some of these black communities with success models, with middle-class people, people who have achieved, then this would give a leveling effect. It would give many impressionable youth an opportunity to say, well he made it, and he cares enough if he made it in the community to help improve the community. And if he made it, then perhaps the opportunity exists, there is some remote chance for me to make it also. But since these success models leave as soon as humanly possible, the ghetto resident sees nothing but failure images around him.

Another characteristic of the poor in inner-cities is broken homes and the illegitimacy syndrome. They say the middle-class have abortions and the poor have a lot of illegitimate children. Some blacks explain this as the extended family concept that is prevalent in Africa. Even if a woman has a child out of wedlock that child is still wanted and accepted within the reaches of the family and her grandmother and her mother and her cousins will all warmly accept the illegitimate child. The stigma that is placed on illegitimacy by middle-class communities is not as prevalent in poor black communities. So the child is accepted and wanted and loved.

Another factor is the violence syndrome. I think blacks create a lot of violence out of frustrations and also out of impulsiveness. They act first and then reap the consequences. Whereas people who have a little more education and sophistication may weigh the consequences of such an act before they take the law into their own hands.

Welfare recipients tend to be concentrated in poor urban communities. In Philadelphia, for example, I found that about one out of every seven inhabitants is on welfare. The welfare rolls perpetuate the dependency syndrome. I am sure you've read studies that indicate that welfare recipeints are more often than not likely to be children of prior recipients. This becomes a way of life for them, just like a doctor's son strives to be a doctor because this is his sphere of influence.

Another factor is the fact that in the poor community, the poor lack the sophistication and the initiative to mobilize themselves in order to deal with real community concerns. Now, I've witnessed time and time again how the poor will respond to crisis situations. A job action at a school or against police repression is started and this will rally a lot of community support emotionally, initially. But as time wears on, this support soon wanes. What we need is the ability to develop a systematic, long-range approach to problems and work at them continually rather than impulsively as a result of a crisis situation.

There is an emphasis on material goods and this is natural because of the deprivation that is rampant within the poor communities. There's a premium placed on a big car and a color TV and nice clothes, etc. And sometimes these compensate for other human values that are missing -- humaneness and success models and things like that. So there is a great emphasis on material goods. Unfortunately, because of this emphasis on material goods, many people will get in hock or become victims of avaritious businessmen who exploit them with sometimes inferior merchandise at higher prices along with excessive interest rates and carrying charges. The next step is to become a victim of the sheriff and the constable in terms of evictions and the wrath that brings, along with the social dislocation.

Many people in poor communities feel ethical and moral values as being honky oriented. For instance I've talked to groups about establishing a Boy Scout troop as an alternative to the idleness that exists in many black communities. As some of your outspoken militants will say, well that's honky's bag to form Boy Scout troops, athletic clubs and things like that. So many values that have stabilized suburban communities are rejected by many blacks due to frustration and futility.

In the poor black community we lack the sophistication to deal with the complex socio-political economic system. If you want something you have to go downtown and fight that bureaucracy and red tape and somewhere along the line a lot of people give up. The alternative to that, of course, is developing in the black community and through the poverty programs, model city programs, etc. They have established to an extent a corps of people who have been able to develop time and expertise to deal with proposals and legalities of issues and economic development, etc. But this has been far too meager. The bureaucratic system turns off most people.

There is a distinct anti-police and anti-authority feeling within the poor communities. The police are viewed as people who are protecting property, the property interest of the absentee landlords. The former police commissioner of Philadelphia, a fellow named Rizzo, who's presently running for mayor and even though it seems kind of harsh, it's true. He said that the police in the black community are protecting one black from violence by another. When you look at the statistics, there's a lot of truth to that. In Philadelphia about 80% of the people who are arrested and convicted of violent crimes happen to be black, and we're about one-third of the population. To that extent, the police do prevent or try to curtail somewhat, the gang violence, the burglaries, the vandalisms that are so prevalent in the black community. Of course this is a staying action, a better solution to the problem would be massive economic development and pouring in of adequate resources both human and material in order to build up the ghetto community, so that people will have an alternative, he will not have to escape through alcohol or drugs from the misery that he endures every day and then support his habit by preying on his fellow neighbors. He would have an alternative if we put the resources into increasing the capability of earning a decent living, of having dignity and being self-supporting and being the man of his household. But at this point in time society has not seen need or seen fit to provide adequate resources to our ghetto communities. So they become a powder-keg. And, by the way, as quiet as it is kept, blacks are primarily the victims of other blacks. Most of your murders are committed by one black against another black. Very seldom does a black kill a white person. Except for the business hours, of course, the white and middle-class people are not in the fringes of the inner-city. When they do come in downtown for the social and cultural activities, these places are usually well-lit and well-guarded. So we as blacks suffer from the crimes and violence perpetrated by our other blacks due to frustration and inadequate resources in our society.

Another factor of a disadvantaged community is the deterioration of the neighborhood. It's a fact, and I've seen this in Philadelphia, that as more and more blacks move into a neighborhood, the neighborhood deteriorates physically. Why is this? In many neighborhoods you had a family of one, two or three children. The black median age is younger. A lot of black families have four, five, six children, larger families. So they move into the homes that are inadequate in size. If there is inadequate revenue, they are unable to afford the upkeep of the property and before long it deteriorates. That's one side. The other side is that a lot of young blacks, again out of hostility and despair and frustration sort of tear up their own community. I think they're trying to give a message to outsiders of their despair and frustration. But we do damage and tear up our own property. I've seen lots and lots of rehabilitated housing in Philadelphia that have been the result of public housing programs. And no sooner are the buildings gutted out, rebuilt and soon after this is done, if you pass by the neighborhood several months later and the graffiti is all over the walls. Some people say that the pipes are taken out and they are sold for money, and pretty soon the neighborhood becomes another ghetto. Well, why? Perhaps it's not enough just to deal with the material aspects of housing redevelopment.

Perhaps we also have to deal with the human factors, to try to rehabilitate the person, to take pride in his property. Of course, many times he does not own it. He is renting it. And as you know, we take better care of things that are ours. So perhaps if a provision could be made whereby many of these residents could become homeowners they would take better care of their property. But we do have to build up this self-esteem and the values in people so that they will take care of the property that they have inhabited. Until we do that, they'll continually tear it down as soon as it is built up.

Bars and liquor stores dominate poor communities. A bar exists at every corner on some of your main streets and this encourages people to escape and drink and spend an inordinate amount of their meager earnings and welfare checks on alcohol and liquor. Drugs have become rampant in not only the poor community, but as you know, the suburban community, too. But it really takes an effect in the black community and the drug users in order to support their habit prey upon the unfortunate residents of the ghetto. Some people are afraid to leave their homes even in the daytime now for fear that when they return home their television and other precious possessions will be gone.

Another factor is large public housing projects. The problem is that they're too homogeneous. Again you have thousands upon thousands of poor people stacked on top of each other. There has been some research that shows in some housing projects as many as 80% of them are fatherless homes. The father isn't there, at least as a permanent entity. He might come and go. But you have this matriarchy society. You have a high rate of welfare and inadequate income and inadequate positive models. If these people were dispersed perhaps amongst upper and middle-class communities, the impact of so much poverty would not be so rundown. I think the schools reflect the population that attend them, and when you have schools in which the majority of people are poor and frustrated and do not have the aspiration or success images, they are bound to be inadequate and inferior. So I think in terms of public housing, the new trend should be towards smaller units and mix them in with middle-class and suburban communities. However, this morning I heard that yesterday the Supreme Court made a decision that suburban communities have the legal right to pass referendums in order to block public housing amongst their midsts. What does that mean? That means continual containment of poor people who qualify for public housing within the inner-city.

Are there any advantages to being poor? Well, there are some. For instance, if you're poor and you're on welfare, you can qualify for free medical care, subsidized transportation in some instances, subsidized clothing, food stamps, etc. That's one of the advantages. Let's look at the other side of the coin. Let's look at the postal worker, the middle-class person who's making $8,000 or $10,000 a year and has a mortgage, has a car and is trying to save enough money to send his two kids to college. With rising inflation, he's hard put. One serious illness could wipe out his savings altogether. He's working hard just to try to keep literally one step ahead of bankruptcy in many cases. I think this is one of the reasons why you have the emergence of the silent majority that is really becoming angry and is making demands now because they are getting the economic brunt of inflation, and the spiraling costs, and the misplacing of economics and social priorities in our society. So there's an advantage to being poor. Most of your basic needs will be met. You'll get a doctor; if you need legal help, community legal service is available, or the bar association sometimes run legal services at minimum costs, so there are some advantages to being poor.

I'd like to dwell a moment on black organizations and institutions. I have a theory about black individuals and organizations who have in the last decade been fighting to redress the racial wrongs and bring more equality of opportunity for the oppressed blacks. They have three alternatives. These people who pursue this goal of equality end up dead, in exile, or they are assimilated within the system. Now, let me give you some examples. Let's take the most tragic first. Let's take the people, civil rights advocates who are dead. We could take Medgar Evers down in Mississippi, you could take Martin Luther King, you can take Malcolm X, you could take Whitney Young. Of course, Whitney Young wasn't assassinated, but the poor man probably worked himself to death out of frustration and despair.

All right, exile. H. Rap Brown, he still cannot be found. Stokely wanted exile. Along with Tim Leary, Eldridge Cleaver and some of the other Panthers, a fellow named Williams from North Carolina, who has very active in NAACP years ago.

Well, what about the assimulationists, you have people like James Farmer, who at one time was the fiery leader of CORE. He joined the establishment working for HEW. By the way, I don't ridicule him for this because we do need blacks who are educated, informed, knowledgeable, and concerned to make this input into the highest level of government, business, industry and schools so that they can try to sensitize people at the corporate level as to the concerns and plights of the economically oppressed and disadvantaged so that these people can generate the types of programs and the types of revenue that is needed in order to solve many of our social problems. Farmer worked himself into the establishment and of course he worked himself out, and that pays good dividends because now he's a consultant and he travels around the country and he speaks as a result of his experience with CORE and HEW. It makes for him a rather nice livelihood and it's probably a less frustrating position than being part of the establishment by working for the Federal government. Bayard Ruskin is another example of that. So what I'm saying is that civil rights individuals and groups really have three alternatives eventually.

In terms of the groups, some of them burned themselves up or consumed themselves in their own hatred and rhetoric. Of the militant groups, CORE is pretty much gone from the scene as a viable organization. So is SNCC, so is RAM and the Panthers are just about at the end of existence. They sort of consumed themselves in their own rhetoric. They appeal, I find in my observations, to the idealistic youth who feel there's a chance for immediate change and when this change is not so immediate, pretty soon this idealism and vigor wears off and these people trickle back to school or just give up the fight and become another person in society. I think civil rights organizations that will survive are those that have the tolerance and the financial support of the white establishment. For example, NAACP has been with us since 1905, but they have primarily had Jewish presidents and have received the financial backing of the white liberal establishment. The Urban League is another one. It exists and it is viable and it is rendering important services to the black community simply on the revenue that is generated by the white establishment.

Here is something that is peculiar to blacks and it might be peculiar to other ethnic groups, I don't know, but I'm sure of this about blacks based on my own experience. Blacks do not support, to the extent they can, their own social organizations and institutions. We do not support the NAACP financially. In any one audience, people who have made it, if you ask them to show you an NAACP card that may cost anywhere from $2 to $5, a lot of us just don't support these institutions. Many of us got through the black colleges and universities by sheer struggle, economic survival. And yet when we graduate, and get jobs making $10, $15 or $20 thousand many of us do not send back a little bit of money to our institutions in order to help support them and help to support scholarship funds. By and large civil rights organizations have survived and existed on white philanthropy.

That brings up my next point. In order for the poor black community to improve itself, to become economically viable, and rid itself of its economic and social problems, certainly the white establishment bears the brunt of the guilt. They are responsible for this crime. They are also responsible for contributing adequate economic and human resources to improve it. But, that's one side of the coin. Now there's another side of the coin. And this is my own subjective view. There will not be any substantial improvement in the ghetto conditions until the blacks themselves accept the responsibility of pulling ourselves up by our own bootstraps. Now, what do I mean? Often the black leaders engage in too much rhetoric and chauvanism and we conveniently place all of the blame on honky, when there's a lot of things we could do to partially combat gangs by providing recreational and other alternatives for the youth, but we don't do it. We have got to build institutions in the black community besides the church. The church is probably the most viable institution in the black community. They enjoy a measure of success. But the other institutions are sadly lacking. We've got to support them morally, financially, work with our youth, and I acknowledge the right of a black educated middle-class person who wants something better for his family to live in the suburban area. But perhaps he has an obligation to come down and serve on the board in the black community, and give that community some of the advantages of his education, experiences and sophistication, to contribute to some of the worthwhile community projects in the black community. We're not doing that yet, we're sort of passing the buck and blaming it all on honky and until honky straightens up the mess, things will not be so good. I'm putting the level of responsibility on the black educated leadership and members as well as on the commitment that the establishment owes to the black community. In conclusion, let me say just this, let me talk about education for a very brief moment. I've already given you my biased viewpoint. The school where I teach will continually turn out functional illiterates for the most part as long as it reflects students who come from conditions of social and economic chaos. With all due respect to innovative programs, part-time work experience, teach them to read, stand on your head, turn them on, be relevant, will all due respect to all of these, and believe me we've had them the last half a dozen years, education in most of your inner-city schools has digressed rather than progressed. Until we can drive the message to the homes, like white middle-class believe, by virtue of experience, that education is the priority, that it is of value, that it is important, that children should be exposed to literature and the arts, that you should bring your books home every night, that you should study, that you should go to the library, that they should be exposed to museums and travel and that type of thing, until this is drilled home so that most ghetto residents believe it and practice it, I have little hope that inner-city schools will substantially improve. I am amazed as I go throughout different schools, the number of kids I see that come to school and leave school without books. Their parents are partially to blame for letting their children come in day in and day out without any books, without any homework. I know a lot of parents are plagued with the necessity of just mere survival. But a lot of them could do better and insist that their child spend an hour or two a night before he goes out to play or work in doing homework. I also put the blame on the schools because a lot of the kids come in with no books, they don't do homework, they do meager assignments, and we pass them. Social promotion. The fact is that we've got to move them on to the next grade to make room for the kids who are in the lower grades. So part of it is economics. Part of it I think, is sort of subtle racism. These poor kids, they're limited in their ability to learn, they're not going to achieve so much anyhow, so why should we make so many demands on them. You know, the old self-fulfilling prophecy. They can't learn, they won't learn, and lo and behold they don't. So both the schools are responsible and also the parents.

And the children are responsible also. I'm talking about kids in junior and senior high school who are old and adept enough to realize the responsibility of being a student, of being there every day and not being absent 30, 40, 50 percent of the time, of being punctual, of doing your assignments, of going to conference and getting assistance if you are deficient in certain areas. Many black, poor students do not accept this responsibility. Instead, they learn to hustle the system and play up to the teacher's ego or patronize the teacher and ask him to be lenient and have sympathy because he's poor or black or has to work or that type of thing. And in the end we're doing greater harm to the kid, I think, than good. In fact, in Philadelphia, the president, the board and superintendent admit that about 50 percent of our high school graduates are functional illiterates.

Several weeks ago, several colleagues and myself went around to interview some personnel people about problems they were encountering in hiring Philadelphia public school graduates and the tales they tell you are sad. Many kids cannot properly fill out an application, although they are high school graduates. When they ask for the academic records and attendance records, they show that the kid has two or three years of typing but when they give him a typing test, cannot produce and has latent deficiencies in verbal skills, reading skills, etc. But society to an extent has a way of dealing with these people. And I'll tell you what it is. It's called prolonged adolescence. A kid comes out of a ghetto school, he can't read, well what can you do for him. Well, we have manpower programs and a lot of these programs are federally funded. They provide jobs for college graduates and so we put them in the manpower program. And by the way, some of these programs have been very good and have been able to do in six weeks to six months what we have been unable to do in public high schools and maybe in three years of education. There are other factors going there, such as maturity. At this point the kid may have hit his head against the wall and knows that in order to get a job he needs the skills. He becomes a little more motivated, reality has hit him, maturity has come on. There is another thing called learning readiness. Many children, because of immaturity or because of interest in socializing, athletic and other activities, are not at the point in high school where they're willing and ready to attack education seriously. But when they get into the post-graduate programs, in manpower programs, OIC programs, community colleges, they pursue their studies with more vigor and seriousness, and oftentimes results are far more rewarding and satisfying. There are a lot of failure stories in these programs too, but at least they do hold some hope for some, though I feel, not enough.

I could say some things about open admission policies. A friend of mine who teaches in an inner-city school pointed out the case of a kid that made 500 combined score on college boards and was accepted to the University of Pennsylvania. This is blatant patronizing. There's another kid that works hard and got close to 1200 combined score, but this kid was rejected from Penn. So what are we saying. Perhaps some of the institutions are playing a game, or they over-patronize and give scholarships and admission to kids who don't stand a chance to succeed. We go for that high risk case. Of course, it is glamourizing if the kid with 500 does go through Penn and succeeds and becomes a doctor or a lawyer or a teacher, but that's a high risk and many kids who are pluggers everyday, who are the children of middle-class people who see that they do their homework, etc., they are hard put to get the scholarships. For many kids who are perhaps provocative, or troublesome or underachieving oftentimes rewards in terms of financial assistance and acceptances in the colleges have come to them more readily. Perhaps we have to look at this very closely.

I'll conclude with one statement, that I read in Time magazine, the April 19 issue. The first sentence was this, "Urban schools are often so bad that despairing parents no longer care whether their children attend." And I hope that we, as educators, will let this be our indictment and not our epitaph. Thank you for having me.

Presentation 3

"Who are the Handicapped?"

Mr. William Kology
Rehabilitation Counselor
New Jersey Rehabilitation Commission
New Jersey State Department of Labor and Industry

I have distributed this morning a throw-away, a brief thumbnail sketch of our agency. It indicates to you who can apply, how to apply, some of the services which we render, and on the back of this "Open Door" we have a listing of every field office in each respective county. If you do not know the supervisor in the rehabilitation commission in your local field office or the counselor who's supposed to visit your school system, I firmly suggest that you make it a point to become acquainted with these individuals because I feel that they do have a service to offer. Basically our agency is a division of the Department of Labor and Industry. Because of this we have one goal and one goal only. This goal is vocational. We are not involved in any way in helping meet some of the social needs as we feel some of these needs can be met by other agencies in the community. So again, speaking from the point of view of attaining a positive vocational objective, we have been in the business of helping people help themselves for the past 51 years. We're managed by the state law to meet the needs of the disabled population of the community.

"The Open Door" which I have given to you indicates exactly who can apply and how to apply. First of all, our minimum age for referral is age 16, the employable age in the state. We have no upper age. Basically with regard to disabilities we try to meet four eligibility factors. These are very brief and very basic and can be applied to any student within your school. If you feel they may have a disability, you can take these four points of eligibility and apply them. If they meet these four we strongly suggest that you refer these students to us. First of all, what is the disability? We feel at the point of referral that you in the school systems know your student better than we do. You're acquainted with his limitations, you can better describe the disability of emotional disturbance than that of an orthopedic problem that your student might have so we rely on you as the referral source to acquaint us honestly with what the disability is. The second point is what are the limitations of the disability. If we have a student who has a learning disability problem as in dyslexia, we know the disability. The limitations, perhaps a basic inability to read or write. A third point would be what is the employment handicap. Does the limitations imposed by the disability substantially limit the individual toward gainful employment. The fourth and final point is practicability of furnishing services. How practical is it that we become involved in providing a rehabilitation service to help your referral, your student, overcome, or better adjust to his basic disability and thereby accomplish a positive vocational objective.

In "The Open Door" which I have distributed, on the inside, right page, it indicates the procedure which an individual will go through upon being referred to our agency. Speaking of referral, the mother of the student can refer her son. You in school systems, guidance, administrators, directors of special services can be referral sources. We receive referrals from the Bureau of Children Services, Division of Mental Retardation, the local CAP agency, the county welfare boards. So many people, including the client or the student himself can make referrals to our agency for service.

After the referral is received we would attempt within a three-day period of time to make a contact either by telephone or by letter to your referral, your student or to the parent. This would be to encourage an office interview, at which time we would try to assess exactly what the parent is looking for in terms of a vocational service, to become initially acquainted with the young adult, your student, and to acquaint ourselves with the sources of background data. We would, of course, be interested in receiving whatever information the school would have in terms of why they referred this student. Perhaps a psychiatric evaluation by the school system or psychological battery of tests or any medical data which you might have in your case history or a record of disruptive behavior within the school. This is the information we would be looking for. The parents, on their own, may have secured private outside evaluations, neurological evaluations, evaluations for epilepsy with regard to the brainscan or an EEG. We would be interested in this. At the initial interview we would authorize and pay for a basic general medical examination, very similar to a pre-employment physical, with the family doctor. We are interested in using those professionals who are acquainted with the client. We would write to these sources of background information to get the necessary data so that we can get the best picture possible as to the extent of assets and limitations posed by the disability.

After receiving the basic general medical exam results we would then authorize other tests that we feel would be necessary in terms of evaluation to give us the best picture possible of the disability so that if we needed a current neurological evaluation or a battery of tests by a private licensed psychologist we could authorize and pay for these. All of the services we mentioned to date are without cost to the family. We are interested, of course, in our only objective, and that being vocational. After the result of whatever other specialty evaluations are received, we would then make an assessment in terms of vocational potential and try to meet our fourth factor. How practical is it that we become involved in providing vocational rehabilitation services to the client, your student? We try to involve the parent in terms of helping the parent make the decision. We'd like to offer the proper counseling and guidance so that we can reach a realistic objective. Perhaps not college, but perhaps a semi-technical or technical trade school. Perhaps working with the parent in terms of understanding the disability so that the parent can accept a sheltered workshop training program. I would like to indicate that from this point on each and every case that we service which comes out of the diagnostic or the evaluation phase is different. We have provided services for the student referred by the school system who may have been cerebral palsied. Where we feel the student has the interest, ability, aptitude to sustain himself in a college program, we will sponsor a college program. We have the mentally retarded who are in need of sheltered workshop training. We do sponsor and pay for without cost to the family up to 46 weeks in the sheltered workshop, hopefully to better prepare the student to assume his role as a competitive member of society. With regard to cost services, tuition, diagnostic, these are without cost to the family. When we speak in terms of providing a prosthetic device, a hearing aid, providing the room and board or traveling allowance to college or to a school, or providing psychotherapy for the emotionally disturbed. These are based on the family's ability to pay. So we do financially evaluate the family in terms of providing a cost service.

For those of you in schools who go out of your way to identify our agency to the family, for those of you who actually refer, we now guarantee you a written follow-up in terms of what has happened to the student that you referred to us in 1969. What vocational result did we accomplish, if any? Did the family fail to cooperate by keeping appointments or by undergoing the diagnostic evaluations which we authorized? We feel now that we're better geared in terms of respecting your referral. We feel that you have the right to know and we have in the past several months instructed each and every member of our staff to encourage schools. We code our referral sources. Approximately 85% of our referrals are received from school systems. We have gone into school systems and assisted them in terms of planning and helped to plan proposals for special programs under the State Department of Vocational Education with regard to meeting some of the needs of the handicapped. The school system in Union Township has a program now which is specially funded. We are very happy to be acquainted with it and be in the planning stages because we feel the provision of these programs within the school system will produce a better qualified student, a student who is more receptive to participating in a rehabilitation program.

Our mainstay in service, of course, is counseling and guidance. For the students who are classified in terms mentally retarded or slow learners, or those in the lower academic programs, we feel that on-the-job training is perhaps the best service which we can provide. This past year, Overlook Hospital in Summit, N.J. was awarded a citation for being the Employer of the Year in terms of mental retardation. We work with any staff member in a work-study situation in the school system. We had a typical work-study coordinator who might be having difficulty getting in to see his employers and receiving employment opportunities for his students. We say to this work-study coordinator, "Would you permit us to pay this employer part of your student's wage so that he can get the employment experience while still a student under your jurisdiction?" There are ways that we can help those of you in education in terms of meeting the needs of the handicapped population. In our larger offices, we have specialty case loads, we have counselors who are serving special needs, in the office that I work in we have a counselor in mental retardation, a counselor for the emotionally disturbed, we have a counselor for drug addiction, we have a counselor who would work with members of welfare families, those who are on probation or paroled or those who are returning to the community from incarceration. We also have a core of general counselors who work in a particular location with regard to physical disabilities. We feel we have the staff to meet the needs.

We are now engaging in a very hard look in terms of helping the culturally and financially deprived in the inner-city. We are going after those irreversable disabilities that were not previously serviced by our agency. We feel that we do have a service to offer. I feel it is very unfortunate for a student at age 20 to eventually find our agency through a probation department because he became involved in difficulty and because before his graduation no one in his school system took the time to identify those agencies in the community which could render a service to him.

It is also most unfortunate for a student in work-study who would complete school this June and be hired in his job full time and then August 10th perhaps quit his job or be fired. I doubt very much if he could locate his work-study coordinator at that time. If he returns to school in September, it is the responsibility of the work-study person to again find him an employment position. So we feel it is incumbent upon you in the school system to acquaint the parent and the student of the resources that the community has to offer. We would like you to think of us in terms of a vocational service. We're there to meet the vocational needs of your students.

WORKSHOP GROUP LEADERS'
SUMMARY REPORTS

April 27, 1971

Charles Teryek:

At our first session we began with the clarification of terminology used in question one. Specifically, many of our group members were concerned with the word "district." Some of us found that the term could be rather cumbersome when you got to a large district such as Newark, so consequently, we decided it was necessary to interpret this as in some cases meaning a particular school and not necessarily an entire district. Then we began to list characteristics of both groups that could be helpful in each individual situation. Our group agreed that since similarities in both rural and urban populations far outweigh the differences in terms of the definitions for disadvantaged and handicapped individuals, we decided it was not necessary to distinguish between the two. What we did at that point was to begin to summarize some of the characteristics that were given to us in previous General Sessions meetings which we could then use to help identify students in our particular area. I should mention there was quite a bit of concern for the need to identify teachers who are capable of communicating with the disadvantaged and the handicapped student. Although our group didn't come up with a solution to that problem, several group members felt that they were going to try and initiate and develop programs in that particular area. For the remainder of that first session we spoke on an individual basis more or less with Mr. Kology and there were several questions that came up and were clarified. I think we all benefited from that session in that respect. These are some of the groups that were identified in various districts and schools and from group members in our groups.

- * Students not reading at the grade level that the present program in vocational education was set up for. In other words, if we felt we could identify this group of students, we would have basis for classifying them as disadvantaged.
- * There was another large group identified as students with linguistic problems and the contingency from

Elizabeth felt that there was a need for some English-Spanish, Spanish-English type of remediation.

- The large group of students coming from the socio-economic population which is well below the median of a county was also identified.
- The mentally and academically handicapped was another group mentioned which we arbitrarily established as any student below a 70 I.Q. might deserve consideration in this group.
- The orthopedic and obviously physically handicapped group of students was considered to be an important group not capable of being able to function in normal programs in vocational education.
- Another large group considered was the unwed mothers in the urban centers.
- The seventh group identified by several members in our sessions dealt with the high school drop-outs in the inner city with limited or no skills.
- And the last group mentioned in this category dealt with students coming from deprived families and by this we meant those not coming from the traditional family structure with the strong patriarch structure. Several people in our groups said that they had many students that they could classify in this category.

At this point we went on to try to answer question two and this is a listing of programs and approaches that some participants have mentioned that they would want to investigate further. Not all of these are being done by all group members. Some group members are doing some and others had never heard of WECEP for instance, and it's that kind of cross-pollination that came out of our group session. We identified the programs in vocational counseling, English as a second language program, curriculum and resource laboratory need, MVTA program, an introduction to vocations program, employment opportunities program, a WECEP program, cooperative work experience program, summer work-study program, and the diagnostic services and programs of the rehab services program, which we heard about again this morning. I must again emphasize the thing that came out of these sessions was that most group members knew about one or two of these programs but were not aware of all of them. I think the composite list would indicate that there's room for improvement here. We did very briefly discuss what is needed to promote movement toward development of these programs. We'd have to do some work in terms of communication between administrators in existing school systems and State Department officials to determine what programs are available, what are the requirements of specific programs, which not too many of our people again were sure of. Reemphasizing, they were familiar with one or two, but did not know about many beyond that.

Another item that was considered and discussed considerably was that there is need for coordination between the area vocational schools and the other educational systems available to students.

The last item that we discussed under that third question dealt with communication, but this time it was concerned with, specifically, communication between the county superintendent and the LEA's (local education agencies), in other words from the middle level down. Many people in our group felt we lacked communication on that level. That pretty much tells what our group did in the time allowed.

Jack Kotula:

Our group took a little different approach; and the first topic that we delved into was communities. Poor people are uninformed people with no political power; therefore, if they don't have any power they won't have any representation or funds made available to their district. The State Department of Education is responsible for directing funds toward the low tax base. It is also the responsibility of the state department to make the needed assessments of the community and evaluate the success of funded programs. We must also involve those persons who are to be served by the process.

We must change the image of vocational education that says working with one's hand has a stigma attached to it. This can be accomplished by making it mandatory for children K through 12 to be exposed to some form of vocational program; such as Technology for Children, Introduction to Vocations, the WECEP, and the co-op programs. However, we identify a tremendous need to develop a stronger tenth, eleventh and twelfth grade vocational orientation programs other than cooperative experience program. They must become available to all students to overcome the stigma associated with vocational education. CIE at the tenth and eleventh grade would be an example of this early exposure. Guidance counselors must be better informed to convey to students the opportunities available in vocations. Since all people eventually enter into vocations, it seems ironic that we fail to appreciate the role of vocational education in our schools. High schools should develop contacts with teacher training institutions in the state and use their undergraduates to tutor or "student teach" in vocational areas. These college freshmen and sophomores would not only be gaining valuable teaching experience but they will also help students overcome their vocational deficiencies. The key to successful vocational programs is not the state department of education; it's us!

Dick Carlson for Dorothy Anderson:

Many of the previous items were discussed in our group too. We started out by trying to identify the special population groups in various districts and I guess we covered the whole gamut of population, some of it being legislated and some of it through BOCES programs which covered the six handicapped groups. One interesting thing about our group is that we had school superintendents, a couple of principals, an administrator from BOCES, some graduate students and it certainly added to a leveling effect in the communicating group. All of the various special needs were represented by people in the group. They have had to serve all of these needs of which you have heard. We went on to the second problem, what more can be done in my district? We first got started talking about some of those things that were administrative level problems or decisions. We felt there ought be open entrance into all vocational programs and yet at the same time we point out because these programs could become dumping grounds, teachers still want to produce a good, employable product, some standards must be maintained.

One of the members came up with a very unique concept, since we're having difficulties with vocational teachers and special ed teachers trying to integrate special ed students in the vocational program, what they do in their district is have the special ed teacher work with the vocational teacher so that there will be two teachers in the particular shop getting to know each other and communicating between each other while working with the students. This has worked out beautifully. In addition to this approach they would have the counseling and psychological service team working with the shop teacher so that no student, handicapped, special ed, whatever, disadvantaged from whatever spectrum would go into a class alone, scared and helpless and the teacher feeling just as frustrated, alone, scared and helpless in serving this student's needs.

It was also pointed out that the schools should also make available multi-level opportunities for students. Everybody can't be a nuclear physicist; everybody couldn't be a journeyman machinist, but there are levels of employment, there are levels of trainability. We should train the student for as much as we can, trying to make sure that he reaches his potential.

A weakness we pointed out was that low level students are not allowed into programs, that they're screened out. There was an attitude that we have to protect the program and not protect the student with some administrators of vocational programs. This kind of attitude should be reversed, protect the student and then worry about the program.

It was unanimously agreed that the programs ought to be individualized, humanized, and this could be accomplished by allowing the students many different opportunities and experiences.

Miss Josie Cole:

Thank you, if you had let me come last instead of third, I wouldn't have to say anything because they've said most everything we said in our group. Without repeating some of the things that have been said by Charles and Jack and Dick, I would like to add some of the things that we discussed in our group. At the beginning of the session, instead of writing and getting our own ideas, we had the expertise of a couple of our consultants, one of our speakers, and we decided to utilize that in asking questions and getting more in-put. But when we did get down to the nitty-gritty, we had some things to say about programs and what we could do in our districts, what we need to do, and some of the problems we are facing in working with disadvantaged and handicapped programs. One of the things that came up had to do with community involvement, by making sure that we had adequate presentation from the community in making programs work. I think we could look at it this way, how do we make programs work? We could sit down and write all the proposals we want to write or develop all of the programs we want to develop, we want to help the students and if we want this program to be successful, one of the things we have to do is involve factions of the community in an advisory capacity. In addition to involving the parents, the students themselves, and the community groups, we need to get some of the local politicians in on this because they're going to help carry the ball. In addition to that, we can't forget the teachers, because if we expect them to implement some of these innovative programs and ideas that we come up with, we've got to have them in on the planning session, not just plan the program and hand it to them and say you do this or you're going to get all kinds of backlash from that. We felt that this was very important and that these things should be done in the planning stages before the programs were fully developed. We felt also that accountability should be built into any programs or proposals that we were planning. Evaluation is vitally necessary and we can't plan any kinds of programs in the school unless we're looking at the total curriculum of that school and making proposals for changes.

We came up with some ideas of things that we thought we could possibly adopt. The extended time concept, the extended school year was brought and discussed. Last night our speaker talked about giving more time to the disadvantaged and the handicapped wherever was needed so that they can come out successfully in what they were doing. It was felt that perhaps if the extended time concept were in operation this could be realized. The idea of summer work-study programs were suggested here. Some of the ideas coming out of that had to do with a two week mini-course. Another idea that is going on in Philadelphia is the assignment of a big brother or big sister in a business firm which eventually leads to some kind of employment in that firm.

John Kotula:

We've seen programs before fall flat on their faces because we didn't have the teachers to implement the programs. So we thought rather than discussing programs in our groups that we would try to key in on the teacher and try to identify some of the characteristics which could identify the successful teacher of the disadvantaged and the handicapped and we limited our discussion to that area. One of the questions that we posed was what type of teacher do we need to teach the disadvantaged and the handicapped? Do we need the special needs teacher with vocational skills? Or do we need vocational teachers with special needs skills? We really didn't answer that question, we feel, though, that the rare individual, the ideal teacher will be the vocational teacher with special needs training. We feel that in our vocational teacher training institutions throughout the country this should be included as part of their teacher preparation, special courses in the special needs area. It was mentioned that at the present time they are forced to recruit teachers who meet certification requirements. We felt that in the area of the disadvantaged and handicapped, special attention or special emphasis should be placed on the employment of the individual who possesses the personality, the attitude and all the desirable characteristics as a vocational teacher in this area.

We went into lengthy discussions of characteristics of teachers who are effective with the disadvantaged and the handicapped. We felt that the very most important characteristic was attitude. We felt that the teacher must possess the attitude that they want to teach the special needs students. We felt that the individual who's going to be an effective teacher of the disadvantaged and handicapped should be open-minded. Then the question comes, how do I identify this person? One of the members of the group mentioned that there is an inventory available at NYU, developed at NYU, that you can use as an inventory in the teacher training program. We felt that the teacher must be sensitive to the needs of the disadvantaged and handicapped. We felt that he must be able to communicate. We felt this next to attitude was the second most important factor. He must be able to communicate with the special needs student. We felt that in the area of counseling that the teacher of the disadvantaged and handicapped must accept a much greater counseling role. The disadvantaged and handicapped perhaps do not receive as much individual counseling from specialists and we felt that this kind of individual must receive some counsel from the vocational teacher. And then we also identified that this individual must have a special type personality and he must have empathy. Again to emphasize the fact, we feel that the ideal teacher would be the vocational teacher with the special needs background.

From there we go into the discussion of how to place special needs students. Do we include special needs students in regular classes or do we have special classes for them? We felt that wherever possible we should include the special needs students in the regular classes. Those that vary too much from the norm, naturally we would recommend they be put in special classes. But wherever possible, we recommend placing them in the regular classes. It was mentioned that in Union County they try to identify practicing teachers. Teachers who are within the system, who have demonstrated success with the special needs students and we feel wherever possible that these teachers should be encouraged, and by the same token be compensated and utilized to the fullest possible extent in teaching these special needs students. We discussed the fact that in education, for a large number of years we have used our best teachers to teach our academically talented students. They can find their way in spite of us. But for all the years I've been in education, and I'm sure you've seen the same thing, we have taken our best teachers and we placed them with our best students. Perhaps we've got to look at the priorities here and we've got to take some of our better teachers and steer them in the direction of the special needs students.

At the same time we felt that better communications must be developed within the school districts among specialists and teachers. We got into a discussion about the possibility that it's time for some of our administrators and our specialists to go back into the classroom. The classroom is different today than it was ten years ago. I haven't been in a classroom for ten years, and I think that it's much different than it was then. Also mentioned was that in one school district the superintendent of schools teaches one class a week, and I know the district I'm working in, a community college, we have our counselors teaching. We don't have our administrators teaching yet, perhaps that's something we should look forward to doing.

We get into a question, should we identify these special needs students to the teachers? There was some mixed emotions, but I think we finally decided on yes, that these special needs students, these disadvantaged students, educationally, must be identified to the teachers. And that the counselors and the other specialists must work very closely with the teachers in providing information to them so that they can do a more effective job with the students.

We felt that the traditional lecture method is perhaps not the best method to use in instructing these students. We thought that the "hands-on" experience must be used for the instruction of the special needs students. As far as getting the information to our teachers, we felt that an on-going series of in-service workshops must be conducted. Perhaps some of you going back and taking some of this information back with you to your local districts would be very helpful. This could be done by conducting some workshops and disseminating some of this information that we have discussed at this workshop.

To recapitulate, consideration should be given to employing individuals regardless of certification who can be effective with the special needs students. And vocational teacher training programs should include courses in the special needs area, perhaps in place of electives that they are presently taking. We realize that we don't have all the answers, but we feel that if we are going to have successful programs for the disadvantaged, for the handicapped, the teacher is a very, very important part and we must realize this in making these programs successful.

Dr. Law:

My comments right now are these: so far we have been dealing in rather general matters, many of them good but they don't cut home. My charge to you for next week is this: Those of you who are in administrative positions of any level, to try to go from a general idea or from the many very good ideas that have been presented, to just one or two specific actions. Come back next week with that specific idea to have reviewed as we get back into our little groups.

We have a number of people who at the moment are not in an administrative position. We have some doctoral students for example who have been in administrative jobs, but who aren't right now. Several people talked about teacher education. I would like to ask those of you who cannot actually implement something next year, to come back with very specific recommendations for teacher education, not only a course in teacher education, but what kinds of things do you put into a course, what kind of instructor will you have. It seems to me that there are some very important implications for teacher education here and as a person interested in that, I'd certainly welcome specific ideas that you would like to bring back on teacher education.

With those two areas to concentrate on during the next week, I'll look forward to seeing you one week from yesterday.

Panel Discussion

"Which is Better, Separate or Integrated Vocational Education Programs for Disadvantaged Youth and Adults?"

Moderator: Dr. Gordon F. Law
Rutgers University

First Panelist: Louis Sarandoulias
Director, Special Needs
Camden County Area Vocational-
Technical Schools

In Camden County Vocational Schools we have two campuses: the Pennsauken Campus and the Gloucester Township Campus. Our area vocational school serves so-called regular students and students with special needs. The term special needs in Camden County means the students that are disadvantaged and handicapped. Handicapped are students that fall under the Beadleston Legislation which includes EMR, which is the Educable Mentally Retarded; the NI's, neurologically impaired; socially maladjusted; hard of hearing; blind; deaf; speech impaired, etc. The only group that we do not include in our special program is the seriously emotionally disturbed student. The disadvantaged are those who have academic, socioeconomic problems which prevent them from succeeding in a regular vocational program. So in our school we take all types of students with special needs, disadvantaged and handicapped. The main goal of our program is to get the students who cannot succeed in regular vocational education back into the mainstream of vocational education. The students we take in our special needs program are ones who have met failure after failure through the years. We build success into our program. For a student to get into our program he must come through the local school sending district, which applies to our district. The application must have a psychological examination of the student, social history report, learning disability report, and recommendation from the sending school district. The application is reviewed by me and another person in the school system to determine if we would recommend this student to come to our school.

We call our program Employment Orientation. It is a program of evaluation of students with special needs. We have two vocational shop teachers, who are certified in vocational education and are taking courses to be certified in special education.

We have two academic teachers who are certified in special education. The program has 60 special needs students. In September of this year we plan to expand our program to 100 students with the addition of two more vocational teachers, one more academic teacher and one CIE Co-op Coordinator for special needs students. Our facilities are two cluster shops with over 8,000 square feet and two academic classrooms.

The Employment Orientation Program is a program of simulated work and basic skill training. This is the approach we use for our evaluation. When a student comes into our program, he can enter any time during the school year. The simulated work phase consists of an assembly line, which is a production line, where students work as if they were in industry. They must punch in on a time-clock, they have a break period, there's a foreman in charge and so forth. There will be two plastics injection molding machines which will produce items for the conveyer belt in the assembly line area. We simulate industry in this phase of our program. Our students are evaluated on our assembly line.

The student will then enter the Basic Skills Training Area. This is where our cluster shops have many "hands-on" experiences in many different areas, for example; tool technology, auto tune-up, small engine repair, wood, metal, electrical, sheet metal and drafting. The other skill shop provides basic skill training in simple business machines, distributive education, power sewing, food preparation, flower arrangement, laundry and health occupations. We are going to expand our basic skill training phase in September and add silk screening, electronic assembly, custodian, building maintenance and plastic processes in industry. Students will cycle through all these areas and they are evaluated. The minimum time a student spends in this cluster shop area for evaluation is five weeks, and they can stay as long as one or two years. Everything depends on the student's ability. Through this training and evaluation, the student's interest and aptitude can be assessed and developed. Recommendations are then made by the shop teachers and academic teachers for the next phase.

Our academic teachers spend one period a day with the shop teacher. In this way the academic teacher can work cooperatively with the shop teacher and bring what is going on in the shop back to the academic classroom. We found this to be very successful, having the two teachers working together.

What happens to the students after he goes through this phase? We hold meetings every five weeks, myself and the teachers in the program, we review the progress report of each student. The student that goes through a program can go into these areas: 1) total integration into the regular vocational school program for specific skill training. If we find that a student is very good in a mechanical area by going for example through our small engine repair and automotive tune-up program, we would then assign him into the auto shop. This student's records will be transferred from my office to the director of guidance. The director of guidance will then schedule the student into the shop. He will get the regular school academics, and the regular shop program. He is a regular student. 2) He can be integrated into the regular shop area but, returning to special services for related subjects. Many of the students, especially the EMR's can do the shop area because on the WISC they score very high on the performance area, but they do not do well in the academic area. So that student might be assigned to the auto shop for his vocational practical experience but to my division and receive academics by our specialized teachers.

The student who cannot make the regular shop or the regular academics will go into the third phase which is further and more specialized training in the cluster shops. He will come back for more evaluation and get more specific training in the basic skills. Some of our students, as I said, cannot make the regular shops, we then train them in our cluster shops and we put them in our cooperative education program and place them on the job. What happens to the students that can't get into the regular shop or into co-op? We work very closely with the Rehabilitation Commission in Camden County. We then make the referral to Rehab and the student will go to Rehab and he may be placed in one of the sheltered workshops for further evaluation and training.

After the student meets all the criteria to go into the shop program, we have what we call PVE, which is a term that I use as Prescriptive Vocational Education. It's like going to the doctor and having him write a prescription for what your problems are. I will write a prescription for a student, an example would be; auto mechanic shop, remedial math, regular English, Phys. Ed., and so forth. Many of our physically handicapped students can't take physical education, so they will be assigned to another related area. Each student has a special schedule drawn up to meet his needs.

The most important thing we found in our program is the word success. When we take these students we build success where they need success. They have been meeting failure and when they come into our program we emphasize their abilities not their disabilities.

To make this kind of program really successful the following must take place:

1. The administration accepts the concept of having handicapped and disadvantaged students in a regular high school program.

2. The Director of Special Needs works directly under the superintendent.

3. The Director of Special Needs has the right to place students in any shop and any academic area.

4. The teachers accept this program. It must come from within.

5. In-service training with staff is very important. We're going to work with Glassboro State College. This is going to include a six credit course, given to the teachers of the vocational school of Pennsauken Campus and Gloucester Township Campus. Department of Special Education and Department of Industrial Education staff members are going to team-teach this program in our school. I think this will be one of the few times where special education and vocational education will be sharing the classroom at the same time and bring to the teachers who will have some of these students some of the problems of the handicapped and disadvantaged.

6. The curriculum of the area vocational school must be designed so that special needs students can function and achieve success in the shops where they have the ability to achieve. If the student is only doing third grade math it's not right, and we would not place him in the electronics shop where math is very important but in a shop like auto body this student might do very well. Curriculum must be designed so the student can succeed, can have success in the shop area.

7. Do not isolate your program, it must be part of the school. Special education in the past has had a stigma attached to it. It is educators that have passed the stigma to the special needs students. We have put a sign over their head that says "I'm mentally retarded" or "I am deaf" and "I am blind."

Now in the State of New Jersey special education wants to be part of the regular school system and not separate. Their philosophy is that all students should be educated. Another important factor that is needed for this type of program is supportive services. You must have a LDS, which is a Learning Disability Specialist, school psychologist, social worker, and intensive counseling by the guidance department. There must be child-study team in this school for this type of program to succeed.

In September we hope to start taking adults who are handicapped and provide programs in the evening for them. You would be surprised, there are many adults who have strokes, and who are physically limited and who are looking for some type of retraining. So we hope to move into this area.

My last statement is about the question, "Which is better segregated kinds of schools or integrated?" It's like saying what type of vocational education is better class A vocational schools or class B vocational schools and so forth. Monmouth County type or Camden County type or shared time like Bucks County, it's a question that's very hard to answer. The most important thing is that the student must be served. Congress has a lot of faith in vocational education as you can see from the '68 Amendments. They believe vocational educators can provide services and education for these types of students. After the '63 Act was evaluated it was found that vocational education did nothing for the handicapped and disadvantaged. This is the reason why the '68 Act put 10% aside for the handicapped and 15% for the disadvantaged. But my feeling is that I still don't think vocational education has done enough with these two groups of people. And I know HEW has hired outside consulting firms to travel across the country to find out how the schools are implementing programs for the disadvantaged and handicapped in vocational education. And if vocational education doesn't do the job, they're going to have another agency come in and take the money and let them do the job.

One other thing is that the curriculum lab is now designing a program of employment orientation which will be out to the school districts around July or August for the educable mentally retarded. Thank you.

Second Panelist: Clarence Becker
Supervisor of Occupational
Educational Education
Nassau County BOCES
Nassau County, New York

Dr. Law started out by indicating the presentation to be made tonight was not one of a duel or a debate, and as I listen to Lou, I can only react as I will in this presentation to many commonalities, many similarities between the programs that Lou is developing and the kind of thing we are doing in Nassau County. In certain instances I will try to define for you some of the differences in philosophy or ideology. I think I'll have to paint some kind of picture of Nassau County so you can react to the kind of program description I'll be presenting tonight.

Nassau County, as Gordon indicated, probably has the largest BOCES in the country. Our county serves 56 school districts. As a Board of Cooperative Educational Services, we provide specialized occupational education to nearly 10,000 youngsters. We do have an extensive commitment in the areas of health handicapped and in that area alone we serve over 4,000. The other 4,500 or 5,000 that I refer to are "regular boys and girls" who come to us a half day five days a week for occupational education.

You might wonder why they come to a central agency for occupational education. In the population area that we serve, we offer 52 different kinds of occupational education. That's why they come to centralized facilities. Try to imagine any one school district offering 52 different programs of occupational education. More traditionally in our county, before the BOCES format was put together, if any boy or girl was interested in occupational education, he or she was destined to be one of the five or six major categories that most high school provided. If any boy grew up in Nassau County and he wanted to be in vocational education, he could be an auto mechanics trainee, or he could possibly be a machine shop trainee, but if he wanted to be a computer programmer, that was out, because those types of program were not available. We centralized so that we could make occupational programming available to any child in our county. To give you some approximate idea of the numbers we serve, our county is 17 miles by 17 miles, has a population base larger than seven states.

Our special education program has been in existence for quite a number of years. We think we offer the best kind of program possible but to accomplish this we have had to provide specialized schools. Unlike Lou's program we do not serve the EMR population whatsoever. Philosophically I agree with Lou, to the extent that if a child can remain in a home school, and benefit from the program and have that key element of success, then this is a fine place for him to be. And we think in our county that the EMR child is capable of functioning in a healthy, happy atmosphere within his home school.

When we move to the topic of the evening, I'll begin by identifying our separate schools that offer programs in both special education and occupational training. The first one we can talk about is a school by the name of Beechwood. That school serves a population ranging in age from five through 21 years and is the school for children with learning disabilities. Other name tags applied to these children are brain injured or neurologically impaired. In this school today we serve 870 youngsters. The next major school serving the health handicapped would be our school for the trainable mentally retarded youngster, and as most of you know, this is the youngster who has an I.Q. below 50. In this girls' school, which is considered the largest in the country, we have over 900 enrollees attending on a full-time basis. The next school I might mention is the one we call Duffy Avenue. Duffy Avenue is the young school or the lower school for those considered having the disability entitled "emotionally disturbed." In this school we handle the maximally deficient youngster. In the Duffy Avenue complex we have an enrollment between the ages of five and fourteen, of approximately 500. The upper school for the emotionally disturbed called our Career Development Center. It houses about 470. I've represented to you by virtue of four schools the major population that we work with in large numbers, that being the TMR, the BI and the ED. In addition to serving those health handicapped, we have programs for the multiple handicapped, primarily cerebral palsy. That school has a population of nearly 300. We have a separate section of the school, if you will, for those considered having hearing deficiencies, we have another unit for the legally blind. This then becomes the basis of plant that we serve the students in.

How does he get to us? He is referred to us by any one of the 56 school districts. There is a screening process before accepting this youngster and then we determine which one of the schools can best approach his needs in terms of serving him with a program. When he is referred to our center or centers he is with us for the entire day from that point on. For example, we have a community in our county called Great Neck. If Great Neck Public Schools identify youngsters with some form of learning disability or health handicap they will refer that student to our unit. After the student is screened and becomes enrolled in one of our centers, from that point on he receives his entire educational program from us, the program being made up of two major components that we're all familiar with: occupational education and general or academic education.

Even though the schools were in operation for a good number of years, occupational education was not a strong component until approximately two and one half years ago when an extensive evaluation of the four schools began. This evaluation was an outgrowth of some experimental programs. We found that you could walk through the halls of most of our schools and ask our youngsters what they were going to do when they left school, where were they going, and most of them had what I call a zero base of projection in terms of their own life styles or their directions. All they had was a maximal amount of frustration and lack of understanding, motivation, self-respect, desire and all those things that come to us as a natural by-product. We then looked at the reasoning behind the schools in the beginning and what was the rationale that the schools were built on. We found that the schools were initially put together to provide specialized academic education and that is all. Now in that format they decided to bring the youngsters to a special facility to reduce the class size, to eight, provide all types of ancillary back-up people from rehab experts to social workers to guidance counselors to psychologists, you name it and finally functioning with a student-teacher ratio of three to one, when you figure in all your ancillary programming. That they should be able to return all the youngsters sent to the special schools back to the home districts to function as a happy, normal, regular individual. After five years experiencing this kind of programming it was found that less than 5% of the students ever went back to their home school. They had not achieved this vision of returning to the normal population. Why? I think because there is some difference between those that Lou serves and the youngsters we accept.

Across the board, regardless of the handicaps we might talk about or the label that is applied, we serve, I believe, what you'd have to classify as the middle to maximally deficient. For those who are minimally deficient we try to support the home school so that they will continue to work with the child in a normal environment. So a boy or girl does not come to our unit until a particular home school no longer has the capacity to serve and will not serve the particular needs of that boy or girl. So, if they don't return to their home school, what is the projection? Well, it certainly wasn't four years of college. So we started programming occupational education to do a number of things, and today we have within these four specialized schools 51 occupations programs conducted by 51 occupational teachers and covering a myriad of occupational fields and clusters. We operate on a variety of levels. We try to say to ourselves: when shall you begin occupational education; when shall you allow a child to have a degree of success because he can do things he is capable of, and we felt we should start at age five. So we did. And the levels of programming we have available today could be bracketed this way. We have what we call occupational awareness programs and these programs serve those ages five through ten. This means that at age five there is an introduction to occupational education for the youngster in our special ed unit. It's minimal; let's not think for a minute that we're training plumbers at this point in time. Fundamentally the boys and girls at age five are involved in general academic education along with gym, science, music and the things that we have brought over from a traditional setting. That's where all the frustration takes place by the way, so once a day, for half an hour or three quarters of an hour we take him from that setting and put him in an occupational laboratory where he can push a button on a plastic injection molding unit and out pops a little plastic boat. While that's happening, the occupational instructor is saying to him: do you know anybody that works doing that? Naturally the boy says no, so out come the carousal or pictures, flip notebook, or what have you, where a picture of an adult is seen. He's working a piece of plastic injection equipment that's in some hobby manufacturing company we might have in the county. The occupational instructor doesn't say anything more other than: when you grow up maybe you can do something like that if you want to. We continue with this kind of programming and intensify it and he goes from age five through age ten. We've decided it's just as important for our purposes to take a field trip to Grumman as it is to put them on a bus into the Metropolitan Museum of Modern Art. So they get a variety of field trips including industrial visitations.

From an occupational awareness format we get into what we call preoccupational explorations. In these programs serving youngsters ages 10 through 14 they are cycled through a series of environmentally different occupations. This is where our diagnostic effort begins. Every youngster cycling through the pre-vocational occupational awareness programs has with him--he doesn't have with him personally, we have it for him--an occupational file that receives the input from our occupational instructors. We begin to try to identify inhibitors, relative to particular kinds of employment. If it's noticed consistently that there's some dexterity problems, or there's an injury, or there's manifestation of difficulty that's causing an inability to use one hand, this kind of information is recorded.

When I say environmentally different occupations, I'm referring to the fact that we're moving them from minimal space to maximal space. Let's take an example: a boy may be sitting at a table such as this and he may be in a world now where he has total command of most of his environment because his environment is confined. He may be settled and relaxed and find out in this shop he's performing very well. He moves from this shop to a building trades shop as an exploration; now he's in a large space. He's outside working on a garage we're building on campus; he tends to come all apart in this kind of environment; he no longer has any relationship to the job tasks that are available; he can't define himself within this larger configuration of space. So we attempt to change the environment, go from fine dexterity to heavy dexterity operations. All for the purposes of projecting what might be his most appropriate occupational direction. At age 14 he moves into what we call our secondary programming. In secondary programming we offer about 22 different occupational offerings. He has the opportunity to take one, two or three years of program sequences. Traditionally when vocational educators have talked about doing something for the health handicapped, they'll borrow all the old, used equipment out of the OE shops and put it in a room somewhere and say this is for the kids who can't learn anything. We've put laboratories together that represent $75-80,000 installations in one shop for the training of the health handicapped. We have no hesitation in saying we are providing the same equipment, professional staff, ancillary services and so forth for this youngster's education. While he is in the secondary level he has the opportunity to get work experience and this is where the proof of the pudding is. You can train forever, but if you can't put him on a job, all is for naught. It is through this evaluation that we're determining what our success is, what kind of percentages we can look toward for natural employment, what percentage of our population is destined for a sheltered workshop or modification of such.

We operate three different levels of co-op programming within special education. The first and easiest level to provide is the traditional level, which means a boy comes in to see a co-op coordinator and looks pretty good; he has all his faculties, is pleasant looking, you look up his record and he has not been acting out, check a few teachers who report that he's doing a good job, check with the OE teacher who reports that he has the skills. This is an easy operation; locate a job for him, develop a transportation design for him, set up an interview for him and stop by every two weeks to see how he's doing.

That's one level, but it can't stop there because coming through the door is another Johnny. This Johnny says he has a history of seizures and he is known at times to "come off a wall". Now what are you going to do? Say he's not good for co-op? You can't really if you're facing up to the challenge that's presented to you. You have to modify the co-op format. How do you do that? Well, we do such things as provide transportation as a BOCES for our co-op students. Those who are unable to transport themselves to a job have access to a fleet of station wagons operated by the BOCES that are attached to the various special education schools. Those wagons are solely designed for co-op transportation. The second thing is to make sure you have enough staff to handle the job. You expand the idea of co-op and you get off the hook that says unless you're a "certified" co-op coordinator, you can't place a kid in industry. We use such things as teacher observers. A teacher observer is a Johnny or a Mary who has developed a keen interest in the youngsters, has an understanding of industry, and is willing to work with a master co-op coordinator if you will, for the purposes of executing what we call a sheltered co-op design, and this is the second level of co-op.

Sheltered co-op means that we'll put together four, five, six or up to seven (that's the capacity of the station wagon) youngsters who haven't shown the ability in our setting, that will allow us for their safety and a few other things, allow us to inject them into a standardized co-op arrangement. The sheltered name means we have a company like Uniflex that agrees to pay $1.80 an hour to the youngster if we provide on-the-job supervision, and they'll let us use their industry as an exploring base. So the teacher observer jumps in the station wagon with the seven boys or girls, goes down to Uniflex, walks in the plant with them, makes sure they all hit the time clock on time, moves over to the line and works right with them on the line. She has been given one main charge in addition to supervision and that's to withdraw that supervision as much as possible on individuals as quickly as she can because her role is one of identification. While we're working with the sheltered co-op this particular teacher observer may come back and say: for the last week and a half I haven't been anywhere near Smitty. Smitty's been working in the line; he hasn't had to go to the bathroom every five minutes and get lost in the plant; he is really working nicely. He went out on coffee break the other day and came back in ten minutes just like everybody else. I think maybe Smitty is ready. When we get that kind of information, we transfer Smitty from the sheltered co-op.

The third level of co-op is really the BOCES sponsored co-op. We set aside about $15,000 a year to work with the third level in this area and this is really, you might call it, the lowest potential level for natural employment that we work with. We then are the employer. I have a girl that works for me in my office. Most of the central offices of Nassau BOCES have young ladies or young men working within these offices. We place the boys and girls with our custodial staff and building maintenance staff. During the summer we hire approximately 250 students in summer programs. So we can give them an opportunity to work under direct supervision on our nine different campuses. Again, the process is the same. We attempt to identify something we couldn't evaluate in a normal setting and in some cases, though not many, we succeed enough to make it worthwhile.

Beyond the cooperative education programming we have adult education built in. We're serving the needs of the health handicapped through age 21, which is the mandate in New York state. But sometimes even through age 21 we have not satisfactorily completed our job. So adult education is available in our area centers during the evening for the health handicapped population. Even at that level we are still turning around some of the potential institutionally oriented youngsters. In addition to this type of programming, extensive summer job opportunities are available as a result of pilot projects and VEA funding.

I'm going to summarize quickly by identifying some of our programs. A broad variety of these proposals have been approved for this year. It's very difficult to talk in a general sense about all of the handicaps at one time. This then is translated into problems you will have if you begin to develop programs for the health handicapped. We have not been able to utilize the same format of curriculum on the various disabilities. We've come up with modifications of curriculums for every one of the populations that we have. Fundamentally, in addition to occupational awareness, pre-occupational education and secondary programming, we have available the regular occupational setting for our students as well. I will summarize some of the programs and give you just in closing a couple of highlights of what we've talked about to this point. In the school we call Beechwood we have four occupational awareness labs, ages five through ten and these kinds of pre-vocational settings: health services, building trades, food trades, office occupations, management and sales, industrial electricity, horticultural and equipment repair and food services. Remember all these programs, although they use titles very close to regular occupational programming, do not constitute that. These are designed on a pre-occupational exploratory base; they are representative of occupational programming at the secondary level and they are tied with that directly. In addition to the Beechwood school, the TMR has a different set of programs: it is work preparation shop I and II; enrollees in this program are 20 years of age. The occupational goal is to prepare them for entrance directly into workshops. There's no hedging on this; these folks are not going to move into private industry when at 20 they still haven't developed any skills. We do have, though, for the younger ages food handling, horticulture, building maintenance, ceramic manufacturing, distributive education operatives, and a specialized life adjustment center.

You might be interested in the specialized life adjustment center laboratories. What it constitutes is renting a house, transporting the youngsters to the house to learn the essentials of self-maintenance. From being able to make a bed, to preparing your breakfast, to putting clothes in a washing machine and flipping them into a dryer. If you're going to teach something like this, we thought it best to get a house and get them all out there where it's at.

At the Green Tree School--that's the school for the emotionally disturbed age level five through fourteen, we have two occupational awareness laboratories and six pre-vocational or pre-occupational labs, ages ten through fourteen. These cover building mechanics, horticulture, machine, electrical, food, office sales and small engines. In the career development center, the teaching methodology gets to be a little different. We call the secondary program occupational education and it's built on a cluster concept and runs on a team-teaching base. It's been indicated that it's appropriate to have a teacher going into an occupational shop and it is. Not only teachers, but psychological services, social workers, co-op counselors, you name it. So we took about 15 of these ancillary staff people and gave them one office about 5' by 5' which meant they could only go into one place, the clusters. It's in the cluster that the co-op coordinator starts to understand the potential of the child he's charged with the responsibility of finding a job for. Every cluster has seven staff members; three occupational teachers, three special education teachers and one adjustment teacher. The basic cluster covers three occupations that are within a family. The clusters are: auto services, auto body, and small engine repair--that's one cluster. Another cluster is building mechanics, electricity and carpentry. The third cluster is distributive occupations, health services and office occupations. Another cluster is floral design, horticulture, horticultural landscape and equipment repair and animal care. Another cluster is machining occupations, packaging occupations and industrial electronics; another is clothing services, food trades and food service, and the seventh is workshop preparation and life adjustment. New programs going in next year are lithography and another specialized life adjustment center for that unit which constitutes the houses.

If you're going to move into an area like this one, please do not overlook the potential you have during the summer, because you can throw away the rule book and do something for the kids during that time. You don't have to teach general education if you don't want to. What we do during the summer is to set up experimental pilot programs.

When you come right down to it, this is all for naught unless you can find them a job someplace. We think that 30% of those we're training currently are capable of natural employment. That's natural employment with regard to the existing standards. Modify industrial standards and you increase that employment potential. So currently we're training for about 30% natural employment. Seventy percent of our population is destined for sheltered workshop modification and sadly enough, some of this population is for institutionalization. During the summer we do such things as creative program for the trainable mentally retarded where we're working to do one thing--carve jobs in industry. This is the title we give it, where we send work experience counselors out, get commitments from industry, pay the industry to listen to us talk to them for a while and re-establish or design tailor-made job locations within those industries for the trainable mentally retarded youngster, the one who is functioning at a higher level. Another program is the six-week outdoor agricultural explorations program for students 14 and 15 years of age. We have a six week sheltered work employment cooperative experience for 16 enrolees, ages 16 through 21. These are some examples of types of programs operated by Nassau County BOCES. Thank you very much.

Presentation 4

An Administrator Speaks
"What Can be Done for Disadvantaged and Handicapped Persons Through Public Education Agencies"

Mr. Frank A. Morretti
Director of Student Personnel Services
Union Township Public Schools

I hope some of the things we talk about today will have some impact on your school systems and that you will not leave here without disturbing your conscience about some of the needs of our children. I hope to give you an introduction to some of the programs which are available to public school children and some that I have in my own school system through innovative and creative ability of some of our administrators and teachers.

Essentially these programs now exist and are in operation. In my particular school system, beginning in September, we will have the following programs. From K through six there is a Technology for Children. Essentially what the Technology for Children program does, for handicapped as well as the normal children in the regular classroom, is to give them a "hands-on" approach to the learning situation. We have known for many, many years that children learn best if they make some kind of contact with reality in terms of the things they're working with. We've always had to appeal to all of the senses, and yet even to this day, if you walk around too many classrooms it's just the teacher talking and the kids listening and writing. Technology for Children gets at the heart of that program and helps those youngsters who are not "academically oriented" or not book oriented, but can and must learn if society is not to become a failure cycle for these children. It's a "hands-on" kind of training where they actually construct things related to the learning processes in the class. We also have an Introduction to Vocations. This runs basically in grades eight through 12. These programs may be conducted after the school hours with your regular staff or they may be conducted during summer programs. Essentially the Introduction to Vocations does just exactly that, introduces young people to vocations. You bring outside resources into the school setting or bring the children to those places where various types of vocations exist in the community and in the world of work. Another program that we're really excited about is called the Employment Orientation Program. These run essentially from ninth through 12th grades and here again the kind of children we're talking about are the ones that have been turned off all through the grades. We're trying to save them before they become drop-outs. Also from seventh through 12th grades there are cooperative education programs. There is a WECEP program at the junior high level. At age 16 we take youngsters and put them out at part-time employment services since they've changed some of the laws so that youngsters can do that. The others are for older children, usually the juniors and seniors in the high school who work half a day in school in the academics and actually go out into a work program and get paid. Some of these are subsidized by the Rehabilitation Services. I'm giving you kind of an outline on what's available and the kinds of sequences we would like for you to think about for your own schools.

We in education had better take a long hard look at the impact of the Supreme Court's decision on whether or not you have any right to set any standards in terms of education. All of us ought to take a good look at ourselves because if we don't change the way things are going in our public schools I would guarantee you that in 25 years public schools may not exist at all. We're in trouble. And I think we're in trouble because too many teachers don't know how learning takes place. If you will permit me I will try to give you some idea of how I think it takes place and it really is involved with handicapped children. First I should tell you I am a student of Dr. Maria Montessori, when I say student, I have never met her, but I have studied her work, and I did most of my research in that area. And I will say the following about her program: She says it something like this, maybe you'll agree and maybe you won't but it's just worth while saying to you and having you think about it. "If you believe in an organized universe and that each of the beings which exist in it, have some purpose, and do in some way have an effect on other things in the universe," and this is true in my experience, that living things and inanimate beings do have some effect on each other. I think the whole impact of our ecology crisis should give us a little proof of that. Now the next sequence of this logical thinking, if you assume and agree with me that it is logical that beings exist in the universe for a particular purpose, that they have within themselves whatever they need to become what they should be. But this is true of all the living things. If this is true of inanimate objects that exist, then we would also make a pretty basic assumption that if the lesser beings which exist have this potential, this seed of whatever they need to become, isn't it logical to assume that human beings have within themselves the things that they need to become what they ought to be?

Essentially what I'm saying is this, that there is in the human being a very scrupulous teacher. And this teacher can only get from the environment the things that are put there in place for the experiences of the child in some organized fashion. And what teachers have been doing is to disorganize the environment so children can't really reach out at a moment in time when they can take in to their psyche or whatever you want to call it, the kind of information and experiences they need, in a way they have to have it through the senses, and to fulfill themselves. Any teacher who has been in the classroom at all will have to admit that he does not teach. In fact, children learn, and if you tell yourself that you are instructing someone, I think you're a fool. I think every teacher who is in the classroom must say to himself, my job is to make myself unnecessary, my job is to make myself a person who directs the environment, provides the experience so that the children can teach themselves. And I think that's the only thing that's been keeping our schools together all these years. Despite all the bad things we've been doing, children have been teaching themselves a great deal. Now if they've been learning so much with the bad way we've been doing things just imagine what can happen if we make learning the joy it should be.

If you've ever had any children in your own family and just observed them, just think of the magical things that take place without your doing anything at all about it except just being there and existing. He teaches himself a very complex language with all its syntex and everything else and then he goes to school and has to be taught all over again. Why? He knows how to speak and he knows the sequence of the language before he even leaves for kindergarten. He's always reaching out trying to discover what's in the environment and sometimes parents turn this off. But there is something in the human psyche that makes him want to find out what's in the world, to unravel its mysteries, so we can go about doing what has to be done in the world. If you think about that maybe you'll understand why we have a lot of children who are not doing that.

The ones we're talking about now may be the ones that have physiological, psychological or neurological reasons for being different from the others, but the same kind of techniques work for those children that work for the regular children. So though we're talking about handicapped children, a number of these programs have a great impact on the regular classroom. Let me talk a little bit more about one thing that I did not mention so that maybe you can appreciate a little bit more about how we feel about our children in our schools. In the sequence of programs for handicapped children we have what we call the Special Education Programs, and in our schools we have them from age five all the way through the senior high and they do graduate with a cap and gown and get the same diploma, etc., etc., o.k.? We do not distinguish these people. We have in the elementary grades, eight children in a class with one teacher, and last summer we met with the parents, then we met with the child study team and wrote an individual educational prescription for these children. We bought and supplied the materials for these children. In addition to that, these children also go into a regular classroom, wherever they can survive and wherever they can be successful. Except for a few of the seriously handicapped children, many of them will go back into the regular classroom.

In fact we've done something unique this year, we've mixed children in terms of not only being concerned about one classification criteria such as; he is educable or he is neurologically impaired. You can take all the ideology in the world and after you find out what it is, it doesn't mean a thing. What you have to find out is what are the positive things that the child can do, what is his level of performance, what can he do? Then you mix the children in terms of sex, age, and level of performance, and maybe you don't mix all the emotionally disturbed kids in the same class because they don't have any good models to follow. Maybe you do put one out acting child in a classroom where they're all reticent and quiet and need to be brought out. So we've done some things in our school that are new and innovative and we think they're going to have some good effects for the children.

Let me tell you about two programs we have started as pilot programs in our school system. It seems that in the junior high for many years we have always had the need for some kind of program that was not academically oriented. These were the children that had problems all through the grades, in first grade they were picked out as being in the worst reading group, they were retained in many cases, they started to have stomach pains and so forth, all through the grades they were never successful. There was this cycle of frustration and failure all the time. And in order to get their peers to accept them they took on the manifestations of the kind of behavior most children would do. They'll do anything as long as someone knows they exist. These were the youngsters who were potential drop-outs, were going to leave school and cost all of us not only a lot of money, but you know we're talking about a human life that's going to be lost if we don't do something about it. I like to go to bed at night thinking that I've done everything in my small powers to do as much as I can for the children who are like that. So we got together and we talked about this and we actually created out of our heads and the experience of our teachers and administrators a program we call Employment Orientation for the Adolescent Adjustment Problem in the Junior Highs. Now what does that mean? It just means that these were the worst kids in the whole school, right? They were the guys who were always in trouble, they were always in detention, always put out of school, they were suspended to the superintendent, there was just nothing anybody could do. Even the "good" teachers could not turn these kids on because they didn't have anything in their programs to do it with. So we created this program and essentially what we did was to buy equipment, which the children actually use and have become successful. We also put into this program what we call an incentive idea and these children actually work for incentives. We give them what we call, in addition to the regular report card, three dimensional report card. And these children understand "bread", they understand money, and they're beginning to understand now that if they want some of the good things in life and not get them illegally, there are other ways, that they have a choice now. Before we came along there may not have been that choice for them. I'm going to read to you just the preface of this program so maybe you can appreciate some of the programs we're trying to do. "In academic classrooms the special needs students do not have many opportunities to be physically active, they rarely have experiences which help them to satisfy their curiosity and they seldom work with concrete materials which they can attack with all their senses. As a result of their deficits, they usually possess poor skills in communications and a very poor self-image. They usually begin a steady decline through the grades and suffer frustration and failure and with the onslaught of puberty and it's attendant problems they reach a state of crisis. Some of them react in a hostile and belligerent manner, others turn inward on themselves and refuse to communicate. They often become truant and school phobia cases, they often cut classes when they do come to school, they often become discipline problems in the school, in the home and in the community. Some of them end up in hospitals or in juvenile court and in jails. Many of them drop out of school when they reach age 16." I have news for you, if you changed that law, you know it would just be a terrible thing for us educators to realize how many kids would leave school because they're not getting out of school what they want. This pilot program is designed to break that cruel cycle of frustration, failure and defeat. The program is designed to offer these special needs students opportunities to experience success in the school setting by providing them with pre-vocational education in a workshop laboratory period. Now essentially what we did, we left these children in the mainstream, and we have a six period day in our junior high, and we phased them into this program for one period or two or three or four or five if he needed. In fact we modified the program to fit the particular youngster. During that time we hope that they will have many opportunities to develop self-control, improve their self-image, use tools and equipment and learn acceptable social and vocational skills. Finally we expect to reduce substantially the number of student drop-out at this secondary level.

The other program is in the research bulletin, in the summer of '69, one of my teachers and myself wrote an article which is called "How to get Trainable and Educable Youngsters out of Special Education Limbo". Essentially what we found was that after a trainable child or a low-educable child reaches about the age of 14 there is nothing more that he could learn if you continued with the "academic" program. And he wasn't old enough to go into rehab services or any other kinds of services because he wasn't old enough. So we created a program which we call the Occupational Conditioning Center. What we did there was again to buy the kinds of equipment that they can use and we pay these children for the work that they do that is right. And marking periods are fascinating because, they actually got something which they personally picked out of a Sears, Roebuck Catalog for the work that we've done for the school system. The board has paid for these incentives. We are not doing any work for any outside agencies, we are not producing any products which will cost money for someone else to have, all of the things produced were given to personnel in the schools. The materials were paid for out of the board's money. There's more than enough work in the school system of 8,900 kids to keep us busy all year long. Essentially in this special education program for retarded children we had really bridged the gap from age 14 until they're ready to go into the rehab services.

I might mention now that I went to a private school just recently, where one of our youngsters, an emotionally disturbed senior high boy is, and the people that were running that school were not aware that rehabilitation services are available for handicapped children. This is a terrible indictment of our people running programs and I want you to hear those kinds of things and to know about them and to know that for every child classified by your child study team as a handicapped child. Even when he leaves schoolhe's entitled to services that will do many, many things. You don't have to be retarded, you don't have to be schizophrenic or anything else, or if you have a hearing loss, or any other handicap that interfere with learning, you're entitled to services. And they are available and they will subsidize college-bound students as well as the others.

Our teachers are rather creative and point out to us that children have certain needs. But you people out there, the administrators, are the ones that carry that great responsibility of getting these things implemented and doing the extra work, that you don't get paid for, that you have to do if you want to help children. I happen to be a person who believes in the hereafter and I think one of the questions they're going to ask people like us when we get up there is "what did you do with my children?" You'd better have good answers.

FINAL WORKSHOP SUMMARY REPORT

May 4, 1971

Dr. Law:

Now, how do you evaluate a workshop? Well, some people might have made their assessment in terms of food service. If they've gained several pounds, the program was a success. Others who've stayed overnight may have something good or bad to say about the facilities. People have had some things to say about the small group sessions they've been in. And certainly we've heard some things about the speeches we have heard. Starting a week ago Monday, we've had a number of speeches. Hopefully, not too many. Certainly, we've had considerable time to talk with one another. Somebody just reminded me that a meal function is especially productive because really a great deal of so-called workshop discussion goes on around the round tables we have at lunch and dinner. But rather than dwell on these things, which are really the window dressing of evaluation, I'd like to bring us back to our original intention. And remember that was implementation. So for the people in Washington and Trenton who helped decide that this might be a worthwhile undertaking, the real measure of this kind of workshop will be will anybody get anything off the ground as a result of it? Now I just wonder about this. You know I asked you just before lunch to write out some cards. I will not try to go down through those or try to digest some of the very good ideas that I saw on the cards. What kinds of things might have come out of this? Well, maybe some of you did get a specific idea that you did not have when you came. And maybe that in itself isn't much. But maybe each idea, like a seed, has to lie around for a while and become germinated through some activity in your home district before it can grow. Maybe you went a little further than that and thought of a specific program that you could develop. Maybe there's some services you could give that aren't in themselves programs. Maybe you're not going to put all of your special people in a special class, but maybe you can provide services that you hadn't thought of before. Maybe you can think of an administrative strategy. Somebody has had to remind us a couple of times here that administrators have a great deal to do with implementation, and if you, where you are, are not at the top level of administration, then you have to think about ways to secure leverage to get something initiated. If you are a top administrator, even though there is no such thing really, because whatever level you're at, you're still working with someone else who is helping you decide what you do.

Maybe out of this kind of workshop you have generated, heard or refined your own thoughts so that you could initiate some strategy, and maybe strategy is as good a word as any for what administrators have to do. Maybe you've developed an idea for a proposal; now again we didn't want to stress or over-stress the idea of proposals in here for one very important reason, and that is, all good things don't need federal funding for implementation. Let's say it again. All good things don't need federal funding.

Sometimes you just need the idea, the commitment, the energy to go ahead and initiate something where you are. You don't always have to go back to Uncle Sam by way of Trenton to get some help to do something. Now, maybe you can initiate something that then is going to need some help to go ahead and enlarge, expand and develop it further. But I just want to stress this myself, and I'm saying it out of experience that you can do some things that are worthwhile without always having to wait for somebody else to show you the way. So maybe this has come out of this kind of workshop. At the same time, maybe you have gotten some ideas as to how to focus your energy and resources and personnel and equipment and facilities and so on, then you're in a better position to go looking for some money to make the thing go. One of the real tragedies in federal funding is when you start something, the time comes when you have to shut it off. This is especially true with disadvantaged people. If you get something going that's good but its completely dependent on funding, you're very vulnerable - you, the program and the people who are going to be served. If you can use your funding to help out what you should be doing and can do already, it gives you a lot more permanence in what you do. Making a thought about the education, re-education, pre-service or in-service preparation of some of the people now on your staff or some new people who would come in.

One of the real benefits I see in this kind of workshop is that we have had considerable communication between people who ordinarily are not communicating. Specifically, people who are in the realm of special education and those in vocational education. I think we have generated some ideas here; I have overheard some having to do with the retreading, if you will, of vocational teachers or the identification of vocational teachers who are capable of working with disadvantaged or handicapped people. And conversely, the occupational orientation of people in special education who need to have some orientation, some education relating to vocation.

If this workshop has been any good at all, we will be dropping some pebbles into the pool. In other words, there will be some ideas, some commitments, some programs, some services that will radiate to people who are not here today. So, some of you will be in a position to help, if not be the initiator yourself, to help drop ideas, suggestions, put in the way of busy administrators some things that can be done.

There are a number of people here who have been administrators, or supervisors, or teachers who as a result of their commitment to the EPDA program in Rutgers are at the moment not in charge of a school or program but who will be again soon enough. So if at the moment you're not ready to initiate something, some of the things that have been discussed here will carry over into what you do in the future. I think the speeches helped give us some ideas. One presentation after another brought us people who had commitment, knowledge, experience and who had something to say. So personally I feel very good about the people who took part in this. And I just want to thank, too, the people who took the responsibility for working in our small groups; I think they worked very hard. If you really want to know now why I've been talking for the last ten minutes, I've been giving the group leaders a chance to bring their summary together. So at this time let our group leaders tell us what we did in this workshop.

Lloyd Kalugin:

Well, our workshop group primarily addressed itself to teacher training and we felt that proposals should be generated to fill the following needs:

1. The need for in-service teacher training on how to teach the disadvantaged and the handicapped. The group felt that these people had peculiar characteristics that did not lend themselves to normal teacher training.
2. We felt that informal workshops were needed for both teachers and students of the disadvantaged and handicapped in order to sensitize the teachers to the special problems of these two groups.
3. The group further suggested the need for teacher

training of the disadvantaged and the handicapped be included in teacher certification requirements.

4. They stressed the need for continuing the education of the disadvantaged through adult evening schools and possibly community colleges.
5. They stressed the need for teachers of special education to be vocationally oriented since they felt this was a good vehicle to reach these people, meaning the disadvantaged and handicapped.
6. The need for special summer programs to orient teachers toward the problems toward the disadvantaged and the handicapped. The reason they highlighted the summer programs is because they felt that during the regular school year, time was a tremendous problem and if these type of programs could be developed during the summer, more teachers could benefit from it.

Charles Teryek:

Our group accepted the challenge that was presented to it last week. Essentially what this means is that we assembled and most of our group members had pretty definite ideas of what they could do within their particular district to better educate the disadvantaged and handicapped. We discussed in detail five different ideas. The ideas that were discussed were in one case an individual who is a board member in one of the local school systems decided to reevaluate the construction of a special needs wing. Rather than construct the traditional vocational facility, the input which was gotten last week caused this individual to look at the facility a little differently in terms of providing ramps, special hand rails, special toilet facilities, etc. This intermediate facility, although still in a developmental stage, is going to be constructed within the next two years. The individual who accepted the challenge has now decided that it would be feasible for her to work with State Department officials and other people in the area of special education. Another idea that was discussed by one group member dealt with a special program designed around the workshop concept to help teachers identify brain damaged children which were normally unidentifiable except in the past few years. And these brain damaged children apparently do not exhibit the standard characteristics that we usually associate with this type of individual and it was felt that now since the field of medicine has been able to characterize the actions of these people, teachers ought to be better aware and hence, a special program is going to be developed along those lines. Another individual from a local school system is going to develop a program to help change attitudes of both students and teachers in relation to vocational education. This, as the discussion progressed, appeared to be a take-off on the idea just discussed. Another program which is going to be developed dealt with the education of sixth, seventh and eighth grade students in a local school system who normally would drop out and not necessarily physically, but drop out from the existing system before the traditional or existing vocational education programs could really take effect. So, this individual felt we could do something along those lines. In addition to discussing these ideas, there was some general discussion about the need to develop programs with various exits and entrance points, some programs that had possibilities in specific areas to develop attitudes in both students and teachers, and one individual also expressed the desire to investigate further the possibility of instituting a twelve-month school program in his area. After discussing ideas, the next question that was posed was what plans of action are you going to take in your particular district. And I've just jotted down five or six very quickly, and I'll read them very quickly to you. The plans of action that were going to be taken by these individuals were they were going to utilize existing research rather than waste time duplicating work that had already been done. They were going to use local industrial firms to determine what programs to institute in their area and also what upgrading had to be done. They were going to develop job and task analysis for new and emerging occupations which they had formerly not thought of before. They are going to make more efficient and effective use of industrial advisory committees in their particular district. They were going to develop community awareness by involving residents and by improving communication between community residents and educators, and specifically to let them know what their goals were. And lastly, some people suggested that what is needed is sort of a letter-writing campaign to influential individuals, not only in the community but also in the state teacher training institutions and also at the government level to request and to suggest change in existing programs.

John Kotula:

I'm going to start off by saying that before I came to this workshop, I didn't know what a group leader was, and now I is one, and I have to make a report. We also spent our sessions discussing preparation of teachers to teach in the special needs area, and last week we felt that the most important characteristic of the effective teacher in the special needs area was teacher attitude. We still feel that way. We feel that anything that you do should place heavy emphasis on teacher attitude or changing teacher attitude to be sensitive to the needs of special needs students. We tried to identify some immediate programs that you could incorporate in your individual school districts, but perhaps you could do without state funding or without federal funding. And we thought that one of the first things that could be accomplished would be in-service programs at the local level, utilizing you who have been involved in this workshop, and also specialists, particularly in the guidance area, school psychologists, to make the teachers aware of the needs of the disadvantaged and the handicapped students. We feel that this is most important. We feel that this is not being done at this time. We feel that we give a lot of lip-service to this area, but we go back to our local districts and we take the easy way out. We go back and continue to meet the needs of the academically talented student. We feel that we have to get active and have in-service programs to make the teachers aware of the needs of these students and also to work towards changing teacher attitudes. Number two is something we discussed at length last week. Mr. Becker talked last evening about hiring teachers on a short term basis, in other words a probationary period and if they worked out, of course, to give them a contract. We feel that one of the things that you can do immediately is to identify teachers already employed who have desirable attitudes, empathy and sensitivity to the needs of the disadvantaged and handicapped. When you have a person right there that you know can be effective you should utilize him to the fullest possible extent. Number three- developing proposals that will be funded to change attitudes of teachers already employed to make the teachers aware of the special problems of these special needs students. In other words, we should hope that you would go forth from here and develop some proposals. And in in-service programs try to change teacher attitudes because we know that there are many teachers who are talented in this area, who could do a very effective job that don't want to assume the responsibility of working with the disadvantaged and handicapped. Four, develop programs of reward and reinforcement for the teachers of special needs students. We heard Mr. Moretti talk this morning about the use of reward and reinforcement for the special needs student. We also feel that the teachers need the reward and need the reinforcement. What would examples of the reward and reinforcement be? We had some ideas there. Well, number one, additional salary increments are vitally important for reinforcement or for rewards for the teacher of special needs students. But we didn't feel that that was the only thing. We felt that teachers should be given more recognition by the administration and by the community. You know, when a chief administrator goes out and talks to a civic group, he talks about the number of students that have met with success at four-year colleges and universities. Of course, this reflects back on the academic teachers. We feel that the administrators should also be giving some recognition to the special needs teachers; and, of course, this would be reinforcement for this teacher to continue in this area and do a fine job. We feel that administrators and teachers, or school districts, should publish the accomplishments of the teachers of the disadvantaged and the handicapped. We feel that this is not done. It may be done somewhat, but not as much as we do in other areas. We feel it's important. We feel that we can upgrade the image of the special needs student program or the teachers by a well-rounded public relations program. This is a program that's going out into the community. It kept coming back to the idea that when we publicize and have a public relations program, we often tell about the students that are going on to college and their accomplishments, but not even at the vocational level do we publicize the fact that we placed so many students into the employment field last year or the year before. So we feel that you have to upgrade the image by a strong PR program. This is something already in effect that Union Township, Stan Grossman, brought up; administrators and teachers should develop targets in terms of goals or aims for the teacher and the administrator to work for, but we don't just go on in limbo, but at the end of the year we evaluate the program and we set new goals, new targets for the following year. This was an area that we spent most of our discussion on, I guess, that last 45 minutes this morning. We feel that there has to be better coordination between the teachers and the special service personnel, particularly the guidance counselors. I don't like to keep coming back to the guidance counselor. I was a guidance counselor. We had some of our other group members that were guidance counselors. We feel that the role of the guidance counselor must be identified. It cannot be predetermined by a community or by the administrators, the guidance counselor must identify his role, that this role should be to meet the needs of the student, not to meet the wishes of the community. We feel that teachers could be made more aware of the needs of the disadvantaged and handicapped student through more frequent contacts with the guidance counselor. We also feel that the counselors could make the teachers more aware of student limitations or environmental problems. Now, that was some of the things we feel that you could go back and do right away. Then we also get into the area of teacher preparation. We feel that the preparation of vocational teachers should include 1. should make teachers sensitive to the needs of the disadvantaged and handicapped, 2. should include methods to aid the teacher in better communication with the disadvantaged and handicapped, 3. guidance and counseling techniques and service. We don't expect the teacher of the disadvantaged and handicapped to be an accomplished guidance counselor, but we feel that he, more than any other teacher, will be required to give counsel to the disadvantaged and handicapped student. Relaxation of certification standards so as to enable individuals from all fields who have the proper attitudes, personality and skills to serve as teachers of the disadvantaged and handicapped. We feel that if the teacher has these skills, he shouldn't be turned away because of certification requirements. And last, and we feel most important, I mentioned this before but I'm going to mention this again, programs to change attitudes, not just on the part of the teachers, but also on the part of the students, on the part of the administration and on the part of the community. Thank you.

Robert Perkowski:

One of our workshop group leaders, Mrs. Anderson, had to go to Trenton for a Hay Commission hearing and could not get it delayed. And filling in for Mrs. Anderson will be Roger Gustafson, one of the members of that group.

Roger Gustafson:

I'd like to indicate to you that Mrs. Anderson did an excellent job of coordinating the group and leading it, and it is unfortunate that she can't be here this afternoon to follow through with it. I'm sure she would like to be. Our group took a little different approach to the idea of implementation because it was concerned about, as it was last week, the area of doing more with the programs that are now in existence. And I felt they were very sincere about the idea of implementing improvements in their own schools without possibly implementing new programs. Some of these ideas had to do with teacher education, and many of them the ideas were within their own schools. For example, in the area of teacher education, the group felt that the behavior patterns of students who need to be better understood by teachers through in-service programs. Within the school districts themselves, one of the gentlemen felt that a better program of employment orientation could be instituted in his school. At the present time, most of the program orientation and job situations, learning about jobs is done in the ninth grade, and he felt that perhaps this should be coordinated better not only in the ninth grade, but the tenth, eleventh and twelfth grades and right on up to graduation. He also felt that he could revamp his courses of study and, in doing so, also adjust teacher's schedules to implement the new ideas. This same person felt that perhaps a coordinated effort between the K through 6 and 7 through 12 grades would be very beneficial. I thought this was a very good point because in many cases we get involved in our own schools so much that we don't really know what's happening in the elementary schools or perhaps in the other case, in the secondary schools. Another interesting point that came out is the fact that it was felt by one member of the group that the teachers should be required to spend at least three years in an elementary school before being allowed in secondary school. Perhaps this might be a way to help bridge this gap that I just spoke to you about. In the area of vocational education for vocational teachers it was felt that perhaps the teacher should have a mandatory number of professional credits before he is let into the classroom. At the present time, I assume many of the teachers come right from industry and begin their teaching careers without getting into professional classes, and it is felt that now that the demand for teachers is let up just a little bit, perhaps we could strengthen our certification code and require that they have professional education classes first. It was also felt by the group that every teacher should have training for handling the disadvantaged. (I have just completed reading Mrs. Anderson's notes and now I'm going to transfer to my own; and if you'll bear with me a few minutes more, I think that perhaps I've been able to read hers better than I'm going to be able to read my own.) One of the administrators in our group thought that, we've been talking about how you get around these labels that while the vocational education amendment says the education must be specifically for the handicapped, it must be specifically for the disadvantaged, and one loophole is to classify the people in a general handicapped area, instead of making it a specific label, and in this way there was more flexibility that could be worked into the program. It is felt that perhaps the disadvantaged or handicapped student should be split among regular teachers and handicapped teachers. In other words, some of the students to a different class so the disadvantaged teacher could then bring in a new group of students, work with them for a couple of hours and through a rotation basis have more contact with more disadvantaged students. It is felt that the key to success in working with the disadvantaged is that the program must be structured and a sincere interest must be given by all concerned.

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Jack Coogan:

The first priority of our group is for the schools to identify all handicapped and disadvantaged students. We thought this was of the prime importance because in order for us to do the job, we have to know the kids that we're dealing with, and many times we see them walking in the halls and through the classes and we look at them as being atypical or typical, and this is not so. We also felt that horizontal and vertical movement must be made available, and this is a coordinated effort between all departments within the school for the student to make the greatest possible progress. We also felt that we must provide vocational programs for these students, but the importance here is that we must find occupations for them, we must coordinate the personnel and the resources within the school and within the community to provide meaningful vocational education for these handicapped and disadvantaged students. We felt that every student must have a prescribed education. We said, now identify these people or all students as special education students. All of us need a special education to meet our individual needs, so if we need it, then these disadvantaged and handicapped youngsters need it even more badly. As the student progresses and acquires the confidence to succeed, he must be moved to other areas of the curriculum and other areas of the school for him to build upon these initial skills and confidences. We thought, along with identifying the students and making vocational programs available for them, we also felt strongly about the need for us to be aware of all legislation available to help disadvantaged and handicapped students. But just as importantly as knowing what is available, we must also be certain that duplication of the services did not occur. We also thought that our commitment is to make certain that every student will have prescribed education, and we also felt that we are all dedicated to developing avenues of communication with decision-making administrators to provide meaningful vocational training for these handicapped and disadvantaged students. Many of the other things that had been said previously I had to delete, so I'm just reinforcing what we had talked about earlier.

Robert Perkowski:

This brings us just about to the end of the program as I see it. I have made a few notes as each presentation was being made just to reemphasize a few points that had been made by our previous speakers. There seems to be quite a bit of emphasis on the preparation of teachers. And someone stated that the teacher is the key, and I think that this particular thing we've heard over and over again in the workshop groups themselves and in the report that came before.

There seemed to be an emphasis on the role of the guidance counselor as being an important part of this whole program. And, again, the need for communication. All these things are aimed, of course, at serving the student, and I think that that is the prime reason why we are involved in this workshop.

Before I close I would like to extend some special thank-you's as workshop coordinator. I want to thank all of you for participation in this workshop, because after all the plans and meetings and presentations that we may have arranged, if you had not been here this workshop would not have succeeded. The fact that we feel it has been a success is evident by your interest, and that is evident by the fact that you have been in attendance and it is late on Tuesday afternoon, the fourth day, and there is still a good number of people in attendance and for that we are particularly appreciative. I want to say a special thanks to those who gave presentations, starting with Mr. Wyllie, Miss Kemp, Mr. Kology, and Mr. Vaughn who presented on last Monday and Tuesday; yesterday the presentations by Mr. Becker, Mr. Sarandoulias and the panel discussion; and today the presentation by Mr. Moretti this morning. I think that the presentations were well done, and the information brought forth was important and challenging. I want to say a special thanks to those workshop group leaders, the five that you see here and Miss Cole who served last week as a workshop group leader for one of the groups, and Mrs. Anderson, who is not present. I think that for their efforts I am deeply appreciative because they tied the groups together and provided us with the feedback that we will be able to get into the final report. I also want to thank the workshop director, Dr. Law, for his guidance and leadership. He was there as I set this workshop up with the physical facility and as I ran into problems I could always turn to Dr. Law and he would give me guidance and suggestions and I think that this was important towards the success of this workshop. Dr. Law, do you have anything further that you wish to add at this time?

Dr. Law:

One thing. I just want to call attention to the fact that Robert Perkowski did all the work in planning and setting up this workshop and I think you deserve a special word of commendation for the success of the workshop.

APPENDIX A

INVITATION LETTER

RUTGERS UNIVERSITY *The State University of New Jersey*

GRADUATE SCHOOL OF EDUCATION
Department of Vocational-Technical Education
New Brunswick, New Jersey 08903
Tel. 201-247-7636, 247-1766 Ext. 6937

Administrator's Workshop for Program Implementation:
Vocational Education Opportunities for Disadvantaged
and Handicapped Persons

Dear

You are invited to attend a series of workshops for school administrators at the Ramada Inn, Exit 9, N.J. Turnpike, East Brunswick, N.J. on the following dates:

April 26th - Afternoon and Evening - 12 noon - 10:00 P.M.
April 27th - All Day - 9:00 A.M. - 3:30 P.M.
May 3rd - Evening - 6:30 P.M. - 10:00 P.M.
May 4th - All Day - 9:00 A.M. - 3:30 P.M.

One valuable benefit of participation should be the development of plans for the implementation of vocational education opportunities for disadvantaged and handicapped persons within the local administrative unit. Part of the program time will be devoted to establishing guidelines and methodology for the preparation of proposals for state-federal support of vocational programs.

As the major purpose of the workshop is to develop and implement programs for vocational education opportunities at the local administrative level, it is desirable that each participant attend all four sessions to provide a continuity of thought and action. One important element of the forthcoming workshop will be the presentation of exemplary programs that have been instituted in various locations around the state.

We have enclosed an outline of the program, and a post card registration form. Will you please indicate on the post card the administrator who will attend the workshop and mail it by April 8th. Additional workshop information will be mailed to him.

Sincerely,

Gordon F. Law
Program Director

GFL:dbm
Encl.

When:

Monday	April 26th	12:00 Noon - 10:00 P.M.
Tuesday	April 27th	9:00 A.M. - 3:30 P.M.
Monday	May 3rd	6:30 P.M. - 10:00 P.M.
Tuesday	May 4th	9:30 A.M. - 3:30 P.M.

Where:

Ramada Inn
Exit 9, N.J. Turnpike
East Brunswick, New Jersey

Subsistence:

Meals listed in the program of the workshop will be provided as part of the workshop. Those attending the workshop from a significant distance will be provided with housing. Those who desire to be housed should indicate this on the reply post card.

For Whom:

School administrators who represent communities having significant proportions of disadvantaged and handicapped persons.

Sponsor:

These workshops are conducted by the Department of Vocational-Technical Education of Rutgers University. Financial support is through the New Jersey State Department of Education.

Workshop Staff:

Director:

Professor Gordon F. Law of the Rutgers University Department of Vocational-Technical Education. Dr. Law has extensive experience in vocational education at the local scene, as a teacher of trade and related subjects, coordinator of cooperative education and technical college instructor. He has had over ten years' experience in administration of vocational education in New York State, both in comprehensive high schools and administrator of area BOCES schools in Suffolk County.

Also participating will be representatives of colleges of education in New Jersey that prepare teachers, counselors and school administrators, representatives of governmental agencies involved in vocational rehabilitation basic and vocational education, and persons from other health and welfare services. Consultants will include representatives from the Rehabilitation Committee of the New Jersey Department of Labor and Industry, the Division of Mental Retardation of the New Jersey Department of Institutions and Agencies, and the New Jersey Department of Education.

Workshop Topics:

Topic I - Operational Definitions: "Who are the Disadvantaged?"

Topic II - Operational Definitions: "Who are the Handicapped?"

Topic III - Guidelines for Program Development: "Disadvantaged Youth and Adults"

Topic IV - Guidelines for Program Development: "Handicapped Youth and Adults"

Topic V - Administrative Strategies for Permanent Implementation: "Building Innovative Programs into the System"

As part of Topic V guidance and information will be presented relative to the writing of proposals to be submitted for state-federal support of the programs.

Costs of Participants:

There will be no charge for registration or participation in any phase of the workshop.

Workshop Registration:

Persons planning to attend will please mail the post card registration form by April 8th. Further workshop instructions will then be mailed to each.

APPENDIX B

CONFIRMATION POST CARD

Staple here

Dr. Gordon F. Law
Dept. of Vocational-Technical Ed.
Rutgers University
10 Seminary Place
New Brunswick, New Jersey 08903

Fold Here

Date:____________

REGISTRATION FORM - ADMINISTRATOR'S WORKSHOP

April 26-27 and May 3-4 Return by April 8th

I will attend the Administrator's Workshop ____________

I am unable to attend but person below will represent the school district ________

Additional representatives desire to attend. Please send ____ additional registration forms.

No one from our district is able to attend ____________

Participant's Name: ____________________________

Position: ____________________________

School: ____________________________

Address: ____________________________

Telephone: ____________________________

I would desire housing for both nights (April 26 and May 3) ____

APPENDIX C

ADMINISTRATOR'S WORKSHOP PROGRAM

ADMINISTRATOR'S WORKSHOP FOR PROGRAM IMPLEMENTATION: VOCATIONAL EDUCATION OPPORTUNITIES FOR DISADVANTAGED AND HANDICAPPED PERSONS

April 26-27, 1971
May 3-4, 1971

PROGRAM

Monday Afternoon - April 26, 1971

12:00-12:30	Registration - Raritan Room
12:30- 1:30	Luncheon - Raritan Room
1:30- 2:00	General Session - Rutgers Room - Introductions: Robert Perkowski, Workshop Coordinator; Review of Workshop Objectives, Agenda, Dr. Gordon F. Law, Workshop Director.
2:00- 2:45	General Session - Rutgers Room - Presentation Number 1 - "Handicapped and Disadvantaged Sections of Public Law 90-576" - Mr. John Wyllie, Director, Bureau of Special Needs and Cooperative Education, Division of Vocational Education, N.J. Department of Education.
2:45- 3:15	Coffee and Coke Get Acquainted Period - Rutgers Room - Assignments to Workshop Sessions - Robert Perkowski, Workshop Coordinator.
3:15- 4:00	Small Group Meetings - Rutgers Room, Rooms 108 and 110 - Procedure, Priorities, Objectives.

Monday Evening - April 26, 1971

6:30- 7:30	Dinner - Raritan Room
7:30- 7:50	General Session - Raritan Room - Introductions - Robert Perkowski, Workshop Coordinator.
7:50- 9:00	General Session - Raritan Room - Keynote Address - "Highlighting the Nature of the Disadvantaged and Handicapped: Suggestions for Local Program Implementation" - Miss Barbara Kemp, Specialist for Special Needs, Division of Vocational Education, U.S. Office of Education. Introduced by Dr. Gordon F. Law, Workshop Director, Rutgers University.
9:00- 9:15	Adjournment

Tuesday Morning - April 27, 1971

9:00- 9:45	General Session - Rutgers Room - Presentation Number 2 - "Who are the Disadvantaged?" - Mr. Alvin Vaughn, Acting Supervisor of Business Education, Division of Vocational Education, Philadelphia Public Schools.
9:45-10:30	General Session - Rutgers Room - Presentation Number 3 - "Who are the Handicapped?" - Mr. William Kology, Rehabilitation Counselor, N.J. Rehabilitation Commission, N.J. State Department of Labor and Industry.
10:30-10:45	Coffee and Danish - Rutgers Room
10:45-12:00	Workshop Sessions - Small Group Meetings - Rutgers Room, Rooms 108 and 110 - Topics 1 and 2.

Tuesday Afternoon - April 27, 1971

12:30- 1:30	Luncheon - Raritan Room
1:30- 2:30	Workshop Sessions - Small Group Meetings - Rutgers Room, Rooms 108 and 110 - Topics 1, 2 and 3.
2:30- 2:45	Coffee and Coke - Rutgers Room
2:45- 3:30	General Session - Rutgers Room - Summary Reports - Workshop Group Leaders.
3:30	Adjournment

Monday Evening - May 3, 1971

6:30- 7:30	Dinner - Raritan Room
7:30- 8:00	General Session - Rutgers Room - Workshop Recap Report - Workshop Coordinator
8:00- 9:30	General Session - Rutgers Room - Panel Discussion - "Which is Better, Separate or Integrated Vocational Education Programs for Disadvantaged and Handicapped Youth and Adults?" - Moderator: Dr. Gordon F. Law. Panelists: Mr. Clarence Becker, Supervisor of Occupational Education, Nassau County BOCES, Nassau County, N.Y.; Mr. Louis Sarandoulias, Director, Special Needs, Camden County Area Vocational-Technical Schools.
9:30	Adjournment

Tuesday Morning - May 4, 1971

9:00- 9:45	General Session - Rutgers Room - Presentation Number 4 - An Administrator Speaks - "What Can Be Done for Disadvantaged and Handicapped Persons Through Public Educational Agencies." - Mr. Frank A. Moretti, Director of Student Personnel Services, Union Township Public Schools.
9:45-10:45	Workshop Sessions - Small Group Meetings - Rutgers Room, Rooms 108 and 110 - Topics 3, 4 and 5.
10:45-11:00	Coffee and Danish - Rutgers Room
11:00-12:00	Workshop Sessions - Small Group Meetings - Rutgers Room, Rooms 108 and 110 - Topics 4 and 5.

Tuesday Afternoon - May 4, 1971

12:30- 1:30	Luncheon - Raritan Room
1:30- 3:00	General Session - Rutgers Room - Summary Report, Dr. Gordon F. Law, Workshop Director - Feedback Reports, Workshop Group Leaders - Closing Remarks, Robert Perkowski, Workshop Coordinator.
3:00	Adjournment

APPENDIX D

INTERIM REPORT

INTERIM REPORT

One week ago we met here at the Ramada Inn to begin this four-day Administrator's Workshop. At the opening session we were reminded by the Workshop Director, Dr. Gordon F. Law, of the objectives and purposes of this workshop, namely; the development and implementation of vocational education programs for disadvantaged and handicapped persons who had not previously been served by the regular programs.

To get us started Mr. John Wyllie, of the State Department of Education, outlined some of the progress that has been made in this area and some of the types of programs that are being implemented throughout the state. Mr. Wyllie emphasized the leadership role that the Division of Vocational Education, State Department of Education, has been playing in the past and the Division's efforts to continue in that role.

At the Monday evening session Dr. Charles Drawbaugh, Chairman of the Department of Vocational-Technical Education, Rutgers - The State University, brought us greetings.

We were then privileged to hear the keynote address from Miss Barbara Kemp, Specialist for Special Needs, Division of Vocational Education, U.S. Office of Education. Miss Kemp outlined the problems facing the "Special Needs Groups." She emphasized the crucial importance of solving these problems. It was noted that efforts were being made in this area, but that the efforts were small by comparison to the needs. Miss Kemp graciously opened the session to questions from the floor after finishing her presentation.

On Tuesday morning the first presentation was by Mr. Alvin Vaughn, Acting Supervisor of Business Education, Philadelphia Public Schools. Mr. Vaughn outlined an answer to the question, "Who are the Disadvantaged?" He outlined in detail the characteristics of the disadvantaged. Then, continued by describing some of the educational problems that begin to accrue to these individuals. As he continued, he began to suggest ways and means by which we as educators can begin to counter these problems that are encountered. One prime suggestion was the method of going back to give of yourself to these children. Of particular need was the need for these children to come in contact with successful models. As the middle class (both black and white) move out of the inner city, the children are left devoid of models to emulate that will cause success. We must be willing to become involved in programs outside of the regular school program where the students can get to know us and identify with higher goals.

The second presentation on Tuesday morning was by Mr. William Kology, Rehabilitation Counselor, N.J. Rehabilitation Commission, New Jersey Department of Labor and Industry. Mr. Kology outlined specific types of handicapped students that need to be served. He outlined some of the services that can be provided by the Rehabilitation Commission. Then he outlined some of the steps and procedures that schools can initiate to begin to serve these students.

Both Mr. Vaughn and Mr. Kology remained during the small group sessions that followed on Tuesday morning and were able to participate and get involved in several of the groups. The balance of the morning and the first half of the afternoon sessions were taken up by small group meetings.

At the final session on Tuesday afternoon, the workshop group leaders reported on the activities of their groups. The general feeling was that the interchange of ideas between participants was probably the most valuable aspect of the small group sessions. Groups of Special Needs Students were identified. Types of programs that can be employed to serve the Special Needs Students were described and discussed.

Other points emphasized by the groups were:

1. Better communication between administrators and the State Department.

2. Coordination between area vocational schools and other educational systems available to students to provide better utilization of existing facilities.

3. Better communications between county superintendents and local educational agencies.

4. Identification of teachers who can work with the disadvantaged and handicapped and who would be accepted by them.

5. A stronger role to be played by the State Department of Education in setting goals and encouraging attempts at solutions.

6. Teacher education programs needs to be developed to concentrate on the preparation of teachers who can and will work with the disadvantaged and handicapped.

The Tuesday session closed with a charge by Dr. Law to the participants to return to their home districts and begin to develop a program to fit the local needs. They are then to return them to the workshop this week, hopefully to refine and finalize them for implementation into their local programs.

APPENDIX E

CONSULTANTS AND RESOURCE PEOPLE

Appendix E

Listing of:

Consultants and Resource People

Mr. Gregory Buontempo - State Department of Education, Vocational Division

Mr. Clarence Becker - Nassau County BOCES, Nassau County, N.Y.

Mr. Dean Garwood - State Department of Education, Vocational Division

Mr. Donald Jones - State Department of Education, Vocational Division

Miss Barbara Kemp - Specialist for Special Needs, USOE

Mr. William Kology - N.J. Rehabilitation Commission, State Department of Labor and Industry

Dr. Gordon F. Law - Rutgers University

Mr. Frank A. Moretti - Union Township Public Schools

Mr. Paul Mozenter - State Department of Education, Vocational Division

Mr. Louis Sarandoulias - Camden County Area Vocational-Technical Schools

Mr. Alvin Vaughn - Philadelphia Public Schools

Mr. John R. Wyllie - State Department of Education, Vocational Division

Workshop Group Leaders

Mrs. Dorothy Anderson - Jersey City State College

Miss Josie Mae Cole - Rutgers University

Mr. John P. Coogan - Plainfield, N.J. High School

Mr. Lloyd Kalugin - Middlesex County College

Mr. John R. Kotula - Delaware Technical and Community College

Mr. Charles J. Teryek - Montclair State College

APPENDIX F

LIST OF PARTICIPANTS

Appendix F

Listing of Participants

Dorothy S. Anderson	Center for Occupational Education Jersey City State College Jersey City, New Jersey
Greg Anthony	Bayonne Area Vocational-Technical School West 30th Street Bayonne, New Jersey 07002
Irving E. Bach	Glassboro State College Glassboro, New Jersey 08028
Clarence Becker	Nassau County BOCES 125 Jericho Turnpike Jericho, Long Island, New York 11753
Stephan Bohoslawec	Morristown High School 50 Early Street Morristown, New Jersey
Gregory Buontempo	New Jersey State Department of Education, Vocational Division Trenton, New Jersey 08625
Roger G. Cantor	880 Davidson Road Piscataway, New Jersey 08854
Thomas F. Cardea	Camden County Vocational-Technical Schools 6008 Browning Road Pensauken, New Jersey 08109
Richard E. Carlson	890 Davidson Road Piscataway, New Jersey 08854
John Carroll, Jr.	Atlantic County Vocational School E. Main Street Mays Landing, New Jersey 08330
Joseph Casello	New Jersey State Department of Education, Vocational Division Trenton, New Jersey 08625

Josie Mae Cole	Rutgers University New Brunswick, New Jersey 08903
John P. Coogan	Plainfield High School 950 Park Avenue Plainfield, New Jersey 07060
Myron N. Corman	36-A Taylor Avenue East Brunswick, New Jersey 08816
John M. Cummings	Passaic County Vocational-Technical School 45 Reinhardt Road Wayne, New Jersey 07470
William M. Devonald	Newark Board of Education 31 Green Street Newark, New Jersey 07102
Charles R. Doty	Rutgers University New Brunswick, New Jersey 08903
Charles C. Drawbaugh	Rutgers University New Brunswick, New Jersey 08903
Michael Fichera	Somerset County Technical Institute Route 28 Raritan, New Jersey
Jack Finlaw	Vineland Senior High School Chestnut Ave & Brewster Rd. Vineland, New Jersey 08360
Patrick Finnerty	Bayonne Public Schools 669 Avenue A Bayonne, New Jersey 07002
Jack M. Fisher	Cumberland County Manpower Training Center 158 Weymouth Road Vineland, New Jersey 08360
Dean M. Garwood	New Jersey State Department of Education, Vocational Division Trenton, New Jersey 08625

Theodore J. Gershon	New Brunswick Public Schools 83 Livingston Avenue New Brunswick, New Jersey 08903
Thomas A. Glasgow	Rutgers University 511 North 5th Street Camden, New Jersey 08102
Stanley Grossman	Union County Regional High School District #1 Mountain Avenue Springfield, New Jersey 07081
Roger L. Gustafson	105 Milltown Road East Brunswick, New Jersey 08816
Austin J. Hoffman	34 Townsend Drive Florham Park, New Jersey 07932
Elaine W. House	Rutgers University New Brunswick, New Jersey 08903
Thomas W. Inter	Washington Technical Institute 4100 Connecticut Avenue, N.W. Washington, D.C. 20010
Lucian J. Janik	Camden City Area Vocational School Baird and Park Boulevard Camden, New Jersey
Frank F. Johnson	University College, Rutgers University New Brunswick, New Jersey 08903
Donald Jones	New Jersey State Department of Education, Vocational Divison Trenton, New Jersey 08625
Lloyd Kalugin	Middlesex County College Edison, New Jersey 08817
Beverly Kasper	Passaic County Vocational and Technical School Reinhart and Oldham Roads Wayne, New Jersey 07470

Barbara Kemp	Specialist for Special Needs Division of Vocational Education U.S. Office of Education Washington, D.C.
William R. Kology	New Jersey Rehabilitation Commission 1173 E. Grand Street Elizabeth, New Jersey
John R. Kotula	Delaware Technical and Community College 330 East 30th Street Wilmington, Delaware 19802
Harold Laumbach	Rockland County BOCES 61 Parrott Road West Nyack, New York 10994
Gordon F. Law	Rutgers University New Brunswick, New Jersey 08903
Frederick Lynch	Overbrook Regional Senior High Lower Camden County Regional High School Box 158, Atco, New Jersey 08004
Mary C. McGregor	Elizabeth Board of Education Mitchell Building 500 North Broad Street Elizabeth, New Jersey
Kenneth Mellinger	Coordinator of Guidance Services Huntingdon Schools Huntingdon, New York
LeRoy W. Mohn	304 Welsh Road Ambler, Pennsylvania 19002
Frank A. Moretti	Union Township Public Schools Burnet Junior High School Caldwell-Morris Avenue Union, New Jersey 07083
Paul Mozenter	New Jersey State Department of Education, Vocational Division Trenton, New Jersey 08625

R. Paul Muni	Dover Public Schools Grace Street Dover, New Jersey 07801
Joseph Nelson	
Abigail M. Noto	Board of Education 59 Tindall Road Middletown, New Jersey 07748
George B. O'Connor	Essex County Vocational and Technical High School 1 University Place Irvinton, New Jersey
James Fu-Yea Pen	Rutgers University New Brunswick, New Jersey 08903
Robert T. Perkowski	2 Whitebirch Avenue Pompton Plains, New Jersey 07444
Frederick Porges	Middlesex County Vocational and Technical Schools 112 Rues Lane East Brunswick, New Jersey 08816
John Post	818 Davidson Road Piscataway, New Jersey 08854
Marcy C. Quigley	New Jersey Residential Manpower Center, Box 985 Edison, New Jersey
Rosalie C. Risinger	Essex County Vocational-Technical High School 300 North 13th Street Newark, New Jersey 07107
Frank Rozman	8 Lafayette Street New Brunswick, New Jersey 08903
Joseph Ryczkowski	New Jersey State Department of Education, Vocational Division Trenton, New Jersey 08625

Ruth Samsel	72 May Street New Brunswick, New Jersey 08902
Louis Sarandoulias	Camden County Vocational-Technical Schools - Gloucester Township Box 566 Sicklerville, New Jersey 08081
Carl J. Schaefer	Rutgers University New Brunswick, New Jersey 08903
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APPENDIX G

IDENTIFYING THE DISADVANTAGED AND HANDICAPPED

RULES AND REGULATIONS
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

102.3 Definitions

DISADVANTAGED PERSONS

"Disadvantaged persons" means persons who have academic, socio-economic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph.

HANDICAPPED PERSONS

"Handicapped persons" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally distrubed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program.

IDENTIFYING THE DISADVANTAGED

"DISADVANTAGED PERSONS" mean persons who have
Academic
Socioeconomic
Cultural or
Other Handicaps that prevent them from succeeding in Vocational Education Programs designed for persons without such handicaps and who, for that reason, require

Specially Designed Educational Programs or related services.

The term includes persons whose needs for such programs or services
result from

Poverty
Neglect
Delinquency or
Cultural or Linguistic isolation from the community at large --- but does not include the meantally or physically handicapped (as defined) unless such persons also suffer these handicaps.

The Vocational Education Amendments of 1968 Definition --- and not a lay definition --- nor that any other agency --- is the one which applies.

The experiencing of poverty, neglect and delinquency, etc. do not, in themselves, constitute Vocational Disadvantagement. (A pupil may be poor and yet be succeeding in his education.)

In the abstract (page 3) when describing the group to be served by a SPECIAL PROGRAM -- the school applying must give primarily - not the reasons why this group being specially served cannot succeed but rather the evidence that the group is heading for failure and/or dropping out of school.

Examples of such evidence are as follows:

1. Bad or deteriorating achievement records in terms of "D" and "F".
2. A recent term failure.
3. A low reading level.
4. Has already dropped out.
5. Poor attendance - tardiness.
6. Pupil is below proper grade for age.
7. Poor ability to use the English language.
8. Other evidence of failure - or that pupils are prevented from succeeding in regular programs.

Once a special program has been approved and started - school districts will be required to maintain a file of completed questionnaires on each individual disadvantaged pupil which may be examined by State or Federal authorities and which shows that the group is indeed made up of disadvantaged pupils.

SERVICES

If a program consists of "regular" and "disadvantaged" pupils, it must be assumed that this is a regular program. There is no valid reason for putting regular pupils in a special program for the disadvantaged, therefore,

the cost of Teachers's Salary
Equipment
Supplies
may not be paid for out of disadvantaged funds

However, costs of special services designed to help the disadvantaged succeed in a regular program may indeed be paid for from disadvantaged funds. Examples:

1. Special tutoring.
2. The salary of a Spanish-English speaking teacher aide in a machine shop.

SPECIAL PROGRAM

The description of program must make it clear that this program is different from a regular program in goals, in methods, in content, in time allowed for accomplishment, etc.

Use of any Federal vocational funds to pay for costs formerly supplied by local funds violates the principle of maintenance of effort.